NEA Today

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PRESIDENT'S VIEWPOINT

The Last Frontier

We have waited long—and we have waited patiently—for the day when, as promised, the computer revolution will transform our schools. We have listened long—and we have listened patiently—to the promise that high-tech innovations will expand the intellectual horizons of our students and revolutionize the art of teaching.

We're still waiting. Recent reports echo those issued five—in some cases 10 or even 15—years ago. We're told that computers remain a neglected resource within our schools. And we're told, though not in these exact terms, that computers remain little more than pedagogical hula-hoops, fads like the toys of the 1950s.

Henry Jay Becker, project director for the National Survey for Instructional Users of School Computers, says the number of computers in our schools quadrupled between 1983 and 1985. Schools are making large investments in computer hardware: today, more than 90 percent report that teachers are using computers.

These figures are impressive. But there's a downside: computers are far more likely to be used for bookkeeping than for instructional purposes.

But the promise of computers abides. And at last there's evidence that we're seeing the beginning of the end for false prophecies of their potential.

The reason: an innovative program launched jointly by IBM and our own NEA Mastery in Learning Project.

IBM is providing every school in our Mastery in Learning Project with a personal computer, a modem, a printer, and an experimental software package called People Sharing Information Network (PSINET).

Joe Di Dio

NEA President
Mary Hatwood Futrell

Through PSINET, NEA members in all 26 Mastery in Learning schools nationwide will be electronically linked. They'll be able to build databases, discuss issues instantly at any time, and share information on teaching and learning strategies that will ultimately benefit their students.

For those of us who have worked in schools that keep teachers distant from one another and condemn us to the the chill of isolation, the idea that a teacher in Arizona can seek the counsel of a teacher in Florida is nothing short of exhilarating. In our Mastery in Learning schools, the computer has become a vehicle for revamping and restructuring the learning environment. And PSINET may take us closer to the day when the use of computers by students in all schools is second nature. But if we're to hasten that day for students, teachers must be trained in the new technology so they will know what is pedagogically possible with computers.

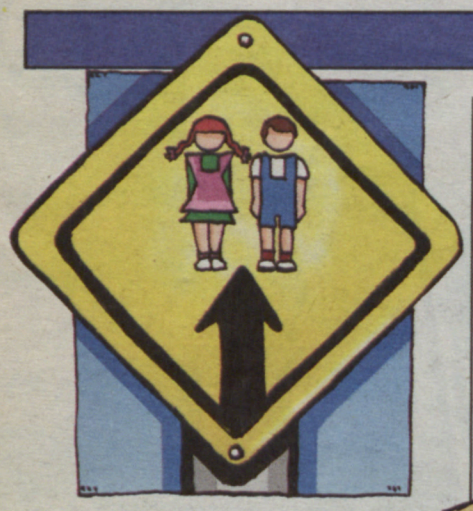
Our joint IBM/Mastery in Learning Project just could be the beginning of a beautiful friendship. At the very least, this initiative offers proof that the high-tech revolution and the school reform movement are natural partners.

Our challenge now is to nurture and expand the relationship we've begun. Our challenge is to merge the traditional 3 *R*'s with a new technological three *R*'s. For whether as ***R***esource tools, ***R***esearch vehicles, or—most importantly—***R***estructuring mechanisms, computers offer our schools the promise of profound change.

This time, we can count on that promise. With a new Administration in the White House and a new spirit of collaboration in America's corporate community, the path is clear to a new educational era, open to a new educational frontier.

I'm confident we can reach—and civilize—that frontier. And when we do, we'll be able to look back with pride at the foresight of our Association and IBM in taking the first steps.

TRENDS



Right down the Middle

Don't be too tough or too easy on your teenage kids, cautions Stanford sociologist Sanford Dornbusch in a recent report to the American Academy of Pediatrics. Dornbusch says his study of some 7,800 California teens shows the best approach is to be firm and fair.

Meting out strong punishment for poor grades just leads to more poor grades, Dornbusch explains. Similarly, rewarding good grades cuts self-motivation—and eventually lowers grades. Dornbusch says that in general, single parents are likely to allow too much freedom, while stepdads tend to take an extreme approach to discipline—either dictatorial or hands-off.

Lottery Pays, Stores Balk

So far, Florida's new lottery has been a runaway success, raising some $350 million for education.

But this kind of popularity doesn't come without drawbacks. The lottery's attraction is so powerful that people flocking to buy lottery tickets are disrupting the normal business of merchants who sell them. The 470-store Winn Dixie food chain has stopped selling the tickets altogether.

Ritalin Use Escalates

The use of stimulants like Ritalin to treat hyperactive and inattentive children keeps on spreading. An estimated 750,000 children now receive the drugs.

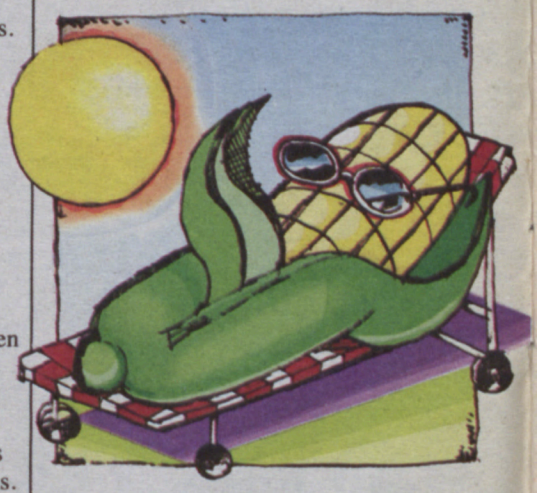
Dr. Daniel Safer of the Baltimore County (Md.) Health Department says that in a study he conducted that used teacher ratings as indications of effectiveness, "over 90 percent of the kids benefited." Others think the drugs are overused and may be addictive.

Pay Up, Kid

We goofed, says the IRS—many children should have gone on the tax rolls last year, and some who were on should have paid more. The new tax law says children can't take personal exemptions if their parents listed them as deductions. And kids under 14 who get more than $500 a year in unearned income must now base part of their taxes on their parents' (presumably higher) tax bracket.

Cedar Rapids Is Cool, Gary's Stressed Out

Gary, Ind., is the most stressful of U.S. cities with 100,000 or more residents, says the organization Zero Population Growth. ZPG says Cedar Rapids, Iowa, is the least stressful of the 192 cities it studied.



The ratings are based on measures of such factors as violent crime, education, crowding, birthrate, air quality, hazardous wastes, and economics.

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NATIONAL NEWS

Educational Testing Service

The new National Teacher Exam will use computer simulations of typical classroom problems to test prospective teachers.

New Teacher Test To Debut In 1992

After 50 years of service, the paper-and-pencil National Teacher Examination is soon to be retired.

In its place, its developer, the Educational Testing Service (ETS), recently announced plans for a radically different test for the initial licensing of teachers.

The new, multi-faceted test—to be ready for use in 1992—is expected to include interactive video, computer simulations of classroom problems, actual classroom observations, and other "user-friendly" options for test-takers.

"Breakthroughs in research and technology make possible a new kind of assessment that will provide more assistance, fairness, and accuracy," says ETS President Gregory Anrig.

NEA President Mary Hatwood Futrell calls the new design "a step in the right direction—one that recognizes the complexity of teaching today's students."

Unlike the current written test given in several 2-hour segments on the same occasion, the new test will evaluate teacher candidates at three different stages in their training.

► The first phase, an "essential skills" test of reading, writing, and math, will be given during or after the second year of undergraduate work. Students will get an analysis of their test results so they'll know which skills they need to improve.

► The second phase will assess mastery of subject matter and teaching principles. It will be given after students have finished their teacher training.

► The third and final phase will take place after teaching candidates have had supervised teaching experience. It will involve observation and evaluation of actual classroom teaching, along with computer simulations of common classroom situations.

Futrell applauded the test's three-stage approach to assessment. It has potential, she said, for "improving the quality of teacher candidates seeking to enter the profession, not just assessing their skill levels."

The National Teacher Examination (NTE), now used in 30 states, has been criticized for not assessing classroom skills fairly and for being biased against minority teaching candidates.

ETS' Anrig acknowledges, "We're trying to heed criticisms of the tests, especially because we're concerned with keeping the teaching force as diverse as possible. We want to get people in, not exclude them."

NEA will urge ETS to study each assessment component as it's developed in light of relevant research, in order to eradicate racial or ethnic biases, notes Futrell.

In developing plans for the new test, ETS consulted a number of leading education organizations. Among them were not only NEA but ETS' own Teacher Program Council, an advisory group with a majority of classroom teachers—including NEA Executive Committee member Robert Chase of New Milford, Conn.

—Stefanie Weiss

A New Administration, A New Congress

This month's *NEA Today* went to press just as ballot-counters were tallying the final results of November's elections.

"The American public has spoken and elected a man who wants to be known as the 'Education President,'" noted NEA President Mary Hatwood Futrell shortly after the Presidential results were in. "We at NEA stand ready to work with the new Administration—and the new Congress—in a partnership committed to making the nation's public schools the best in the world."

Futrell also saluted "the thousands of NEA members who worked tirelessly as volunteers for Governor Dukakis and 340 NEA-backed Congressional candidates."

The preliminary election results, Futrell pointed out, indicate that the 101st Congress will be one of the most pro-education ever.

News Beat

● The U.S. Department of Education has sent school districts some 80,000 **antidrug videotapes** featuring Academy Award-winning actor Lou Gossett, Jr., Emmy Award winner Richard Kiley, and Kirk Cameron of ABC-TV's *Growing Pains*. Some of the tapes are dramas or documentaries; the others are animated adventures.

● Males continue to outnumber females by a wide margin in choosing **math, science, and engineering** as a college major, says the Educational Testing Service (ETS).

In general, ETS' studies found that only 33.9 percent of the top-scoring women on the math section of the Scholastic Aptitude Test (SAT) planned to major in math, science, or engineering, compared to 54.9 percent of the top-scoring men.

● What do **students want most** from a job? A high starting salary is important—but not all that important, according to a Roper Organization poll of more than 1,000 college students taken last spring. These students care most about opportunity for promotion, followed by job security and long-term income potential.

Starting salary ranked only sixth—after "opportunities for creativity" and employee benefits packages.

● After years of arguing the pros and cons, college mathematics instructors are still split on whether students should be allowed to use **calculators in mathematics courses** and on math exams, says a new survey. Forty-three percent of the 477 college math teachers surveyed opposed the use of the little digit-crunchers for homework, classwork, and exams—but 40 percent did not.

● Comprehensive education, job training, and health care programs really can help **pregnant teens** and adolescent mothers get better job opportunities and break welfare dependency, says a five-year study carried out in 11 cities. "Project Redirection," funded by the Ford Foundation and the Labor Department, targeted low-income women less than 18 years old who had a child or were pregnant and who had not completed high school.

WELL PUT!

"I pledge I will work very, very hard for the strongest Department of Education. I think that education will solve most of the problems of the world."

—U.S. Secretary of Education Lauro Cavazos

ARE YOU TREATED LIKE

OR A TALL CHILD?

Probably the latter. NEA Research's **The Conditions and Resources of Teaching** *(CART)—the first-ever national survey of teachers' working conditions—recently concluded that, for the majority of teachers, professional treatment is still somewhere over the rainbow.*

It's not that teachers lack heart, brains, or courage.

Instead, the landmark NEA study—which sampled 2,000 teachers nationwide—shows they lack the basic conditions necessary to do their jobs. These basics are conditions professionals in other fields take for granted—time and space, supplies and materials, administrative support, decision-making authority, and opportunities for professional development.

What happens when teachers are denied these basics? Five Association members tell what happens—and how the quality of education suffers—in their schools.

Royce Bair

Sixth graders in Utah teacher Lilia Eskelsen's class share a scarce commodity—a textbook.

Terry Shanahan, a science teacher at Garden Grove, California's Los Amigos High School, was ecstatic when she heard she was eligible for a National Science Foundation grant.

Shanahan had applied for the NSF award because it included a training program in peer coaching skills and in teaching oceanography and meteorology, along with other topics. The grant also provided money for summer classes at California State University after the training.

In two years, after completing the program, Shanahan would become a mentor teacher in the physical sciences, sharing information and assisting other science teachers districtwide.

There was just one hitch.

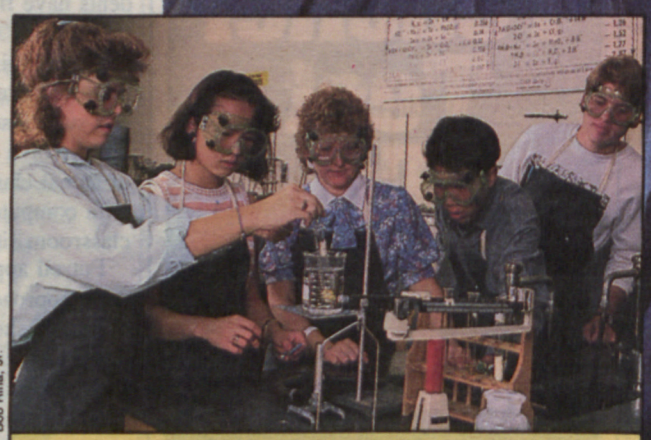
The NSF required that Shanahan's superintendent grant her two days of release time each quarter—eight days altogether—for the training and provide a substitute for her classes.

"The superintendent said it wasn't worthwhile," Shanahan says, so NSF refused to consider her for the grant.

"Here I was willing to give of my time over the summers and after school to become a science specialist and resource person, and my superintendent wasn't willing to come through with $75 a day for the substitute."

Shanahan's one of many in her district who've been frustrated by the district's denial of time, money, and encouragement for teachers who want to expand their professional knowledge and skills.

"I consider myself a professional," Shanahan says, "but it's difficult to maintain that attitude when the superintendent is more concerned with the bottom line than he is with educational improvement."



Bob Riha, Jr.

California science teacher Terry Shanahan's professional experiment was nipped in the bud.

What the research says: Though many teachers in the CART study say professional development is an effective source of job-related knowledge and skills, 60 percent say they have no say over staff development opportunities.

Utah's schools have the largest classes, the fastest-growing school-age population, and nearly the lowest per-pupil expenditure in the nation.

For Lilia Eskelsen, a sixth grade teacher at Orchard Elementary School in the Salt Lake City suburb of West Valley City, that means 35 social studies textbooks shared among five sixth grade classes.

"The books are on a cart, and we move them from class to class each day," Eskelsen says. "We've developed an elaborate system to allow each class to use the books twice a week.

"It's impossible to assign books to kids, and impossible for kids to take books home," she says. When other classes are using the books, Eskelsen uses supplementary materials she's developed in extra planning time—and often has paid for herself.

"There's just no budget," Eskelsen explains. "When you ask, they look at you like you've got two heads. Then they assure you that it won't cost you that much to provide it yourself."

Eskelsen, Utah's 1988-89 Teacher of the Year and a self-described "skinflint and scrooge," estimates she spends about $500 a year on necessary supplies for her classroom. Most Utah teachers spend more.

"The district recognizes that we'll be short on supplies," Eskelsen explains, "so when we run out of Xerox paper at the end of the year, they sell it to us at warehouse cost!

"I can't think of another profession where they take up a collection among the employees to buy paper and supplies. And it's not just requested, it's expected."

Royce Bair

A PROFESSIONAL?

As part of her job, Eskelsen works in the computer lab. She spends most of her time there not teaching computer skills, but making phone calls and writing letters asking local businesses for contributions.

"You feel like you're a beggar—in fact, that you personally are a charity," Eskelsen says. "It affects the pride you take in your work—you don't look at yourself as someone who's valued."

On top of all that, large classes—averaging 33 or 34 students—make time the most precious commodity. "It's not just difficult," Eskelsen says, "it's impossible to give the kids the individual contact you know is essential."

What the research says: 40 percent of teachers report less than adequate quantity and quality of equipment, supplies, and materials.

Last year, Gilmer County High School in Glenville, W.Va., housed 400 students in grades 9-12. This year, financial troubles caused 600 students in grades 7-12 to squeeze into the same space.

The gym has become a true all-purpose room, housing a health class, a physical education class, a study hall, and cheerleading and band practice sessions—all at the same time.

Several students with behavior disabilities were placed in a trailer converted from a portable restroom. Their teacher quit in frustration.

World culture and journalism teacher John Wolfe is a man without a classroom. Most of the time, he teaches in a partitioned section of the cafeteria. "Except," he says, "during the two lunch periods, when I have to use other teachers' classrooms during their planning periods."

Wolfe's third-period class has to be cut off 10 to 15 minutes early every day so cafeteria workers can set up for lunch. "Learning becomes secondary to making sure everybody gets lunch," Wolfe reports.

And that's not all. "It's hard to use audiovisual equipment," Wolfe says. "The acoustics in the cafeteria are horrible, and you can't wheel a VCR from room to room."

Since he has no permanent classroom, Wolfe doesn't have regular access to the student records in his file cabinet, and he has no place to store the photos and equipment he uses as yearbook adviser.

Wolfe's frustrated, but he tries to "go with the flow." He hopes a new building under construction will be completed quickly. In the meantime, he knows, "The kids always end up hurt."

What the research says: Half of teachers have problems with space—for whole-class instruction, for storage, or for activities such as small-group instruction.

Sharon Alford, a health teacher at Woodward High School in Cincinnati, Ohio, just wants a little help.

She's got a student in her 10th grade class who can't read, and she can't get anyone to help him.

She's swamped with paperwork, and has no classroom help or office assistance.

David Kohl

Cincinnati health teacher Sharon Alford wants support from administrators.

She found out that the mother of one of her students had died—but not from the students' counselor, and not in time to understand the student's behavior and offer condolences.

"I feel I'm out there all alone," Alford says.

"When there's a lack of communication from the top down, then the communication stops from the bottom up," Alford notes. "You begin to feel there's no concern for your problems.

"Maybe administrators don't have the time to deal with our problems either, but sometimes all we need is a good ear, and we're not getting it.

"I want to teach children. I don't want to do paperwork. I don't want to be police officer or counselor or mother or doctor or lawyer. But I recognize that you can't teach until all those things are taken care of.

"Too often, teaching comes in way down the line. If other people could help along that line, I could do a lot more teaching."

What the research says: Half of teachers say both the amount and quality of administrative supervision create problems for them in doing their jobs.

"We don't count," says Carol Davis, an English teacher at South Terrebonne High School in Bourg, La. "The decisions are already made before we get there, and we're forced to comply."

Like most teachers in Louisiana, Davis has little control over what goes on in her school—or her classroom.

She must base her lesson plans on a test-driven, state-mandated curriculum and a 270-page parish (county) curriculum guide. Then she must carefully document each mandated educational objective her lesson plan meets.

"We're told when to get here, when to leave, what to teach, what to want, what not to want, and how to think."

That doesn't leave much room for professional judgment.

If Davis ruled the forest, she'd encourage school employees to meet to set goals. "I think it would help if we were all moving in the same direction."

Among other things, she'd like to teach English across disciplines, adopt flexible scheduling patterns, and design and develop curriculum.

"I'm trained in how to teach English to children, but I'm rarely asked for my opinion," Davis says. "If I were to be 'promoted' out of the classroom, my opinion would be respected immediately. The irony would be that I'd no longer be teaching children."

What the research says: Teachers express broad dissatisfaction with the amount and kind of decision-making power they're allowed. They say they should have some say about, among other things, staff hiring (94 percent), standardized testing policies (88 percent), and budget (82 percent).

—Stefanie Weiss

HUMAN RIGHTS

'It Shouldn't Hurt To Be a Child'

More and more students who're enduring painful childhoods need the help of caring public school employees.

Many of these students escape to school from abusive homes. More and more are transferred to new schools by noncustodial parents who've kidnapped them. Others have run away from home, or their parents have thrown them out: they may maintain tenuous contact with a teacher or secretary or cafeteria worker as a last hope. Still others have suffered excessive corporal punishment in school and desperately need to find someone in the building who understands them and can steer them toward a healthy adulthood.

The facts are these:

► Between 1 and 1.5 million children suffered abuse or neglect in 1986—a 66 percent increase since 1980—according to the recently released *Study of National Incidence and Prevalence of Child Abuse and Neglect: 1988.*

► A total of 20,460 missing children have been reported to the National Center for Missing and Exploited Children. Those who didn't run away or get pushed out by their families had been kidnapped by parents or strangers. Of those youngsters, 11,710 have been located alive and 142 have been found dead. The others are still missing.

► Over 1 million incidents of corporal punishment of schoolchildren were reported during the 1986-87 year, according to Cindy Moelis in the *Children's Legal Rights Journal*. Between 10,000 and 20,000 of those children suffered serious physical injuries.

What can you do to make life better for these children?

► You can help prevent child abuse by asking your local Association to provide training using NEA's child abuse and neglect training program. Write to the NEA Professional Library, P.O. Box 509, West Haven, CT 06516, for information. You can also get your local to ask for technical assistance from NEA Human and Civil Rights.

► You can help your school help authorities locate missing children by persuading the administration to keep students' photos in their permanent records. Each year at picture-taking time, your school may be able to get the photographer to donate a picture of each child.

► You can help abolish corporal punishment by encouraging your local and state affiliates to coalesce with chapters of the National Committee for Prevention of Child Abuse (NCPCA). NCPCA is currently leading a campaign to abolish corporal punishment in the 39 states which still allow it. For a free chapter list, write to the Public Awareness Department, NCPCA, 332 S. Michigan Ave., Suite 950, Chicago, IL 60604.

—Mary Faber

For Further Information:

Study Findings. Study of National Incidence and Prevalence of Child Abuse and Neglect: 1988. Available free from the Clearinghouse on Child Abuse and Neglect Information, P.O. Box 1182, Washington, DC 20013.

The Kids and Company, a new K-6 curriculum on child safety. Each kit services 30 students, and materials are reusable. Available for about $150 from the National Center for Missing and Exploited Children, 1835 K St., N.W., Washington, DC 20006. Write for ordering information and for a free publications list.

Children's Legal Rights Journal, Special Issue on Corporal Punishment, Vol. 9, No. 3, Spring 1988. Available for $10 from William S. Hein & Co., Inc., 1285 Main St., Buffalo, NY 14209.

Publications of the National Center for the Study of Corporal Punishment and Alternatives in the Schools, 255 RHA, Temple University, Philadelphia, PA 19122. Write for a free publications list.

WASHINGTON WATCH

The Surprising 100th Congress

It wasn't supposed to happen. A productive Congress? "No way," said the pundits. "Don't you know that *Con*gress is the opposite of *prog*ress?" The common wisdom had it that the 100th Congress—beset by enormous federal deficits, confronting a hostile White House, and deathly afraid of offending voters before the elections—would move on the legislative front about as fast as the Washington Monument.

Such views were common, but—as it turned out—not very wise. By the time it adjourned in late October, the 100th Congress had amassed a remarkable legislative record.

Maintaining support for education, the Congress—

► Added over $1.7 billion to federal education funding.

► Expanded the Chapter 1 program of compensatory education for disadvantaged children.

► Reauthorized the Bilingual Education Act.

► Improved the federal block grant program.

► Extended Impact Aid.

► Rewrote the magnet schools assistance act.

► Created new programs for improving basic skills, dropout prevention, and gifted and talented education.

Protecting health in schools, the Congress—

► Approved new legislation on asbestos in schools.

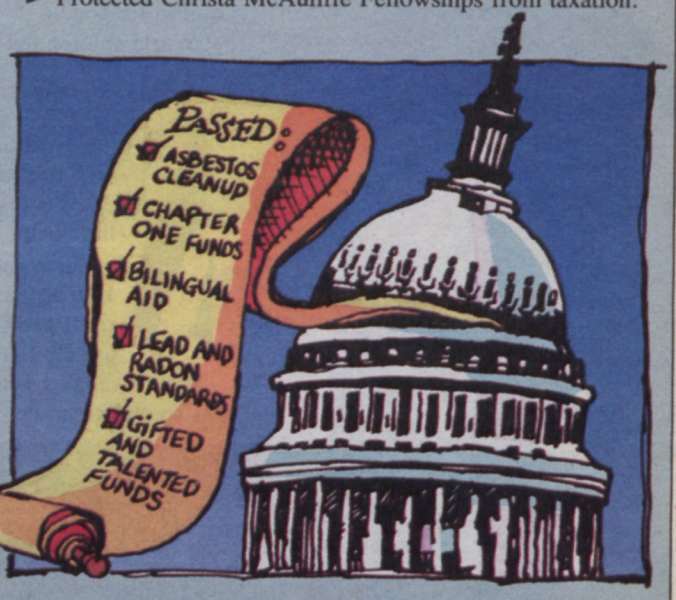
► Took steps to reduce lead in school drinking water.

► Adopted a measure to combat radon in schools.

► Passed legislation requiring that hazardous arts and crafts materials be labeled and used only above grade 6.

Upholding tax fairness, the Congress—

► Protected Christa McAuliffe Fellowships from taxation.



► Kept employer-provided educational assistance, along with unused sick and vacation leave, nontaxable.

► Remedied some of the inequities in taxing the retirement income of some public employees.

► Added tax incentives for people to use U.S. Savings Bonds to help pay for their children's college education.

The 100th Congress also rejected Robert Bork's appointment to the Supreme Court; overrode the President's veto of the Civil Rights Restoration Act; passed a new fair housing law; provided reparations for Japanese-Americans interned during World War II; extended the Medicare program to provide insurance against catastrophic illness; wrote a major new antidrug bill; and embarked on a new AIDS prevention, education, and treatment program.

How could the prognosticators have been so far off? It's not that their basic premise—tough politics and tighter budgets—was wrong. They simply overlooked three facts.

First, a backlog of unmet needs had been accumulating for seven years. Sooner or later they had to be addressed.

Second, good policies and good politics are related. Members of Congress realized that to keep ambling along at the same old pace could have disastrous implications for their constituents—and in turn for their own political fortunes.

Third, they just didn't reckon with the unrelenting advocacy of organizations like the NEA.

—NEA Government Relations

Local Look

FLORIDA

The Hillsborough Classroom Teachers Association (HCTA) has raised more than $30,000 in two years as part of a new grants program that's intended to encourage and reward imaginative teaching and directly benefit students.

The grants are funded with membership dues and contributions from local businesses, which have kicked in some $10,000 so far.

"When you look back at some of the projects we funded, you get a great feeling of achievement," says HCTA program chair Elizabeth Wilson. "Programs like the 'We Can Read—We Can Write' project, in which elementary students write, bind, and publish their own books, might not have happened without our support." Last year HCTA funded 45 projects out of 100 grant applications. This year the Association expects at least 150 applications.

"Many times the school budget doesn't have the funds to initiate new projects," explains Wilson. "That was reason enough for the HCTA to create the grants program."

MISSOURI

It was standing room only when the Parkway-NEA in suburban St. Louis sponsored a Parenting Conference one Saturday in October. After 330 parents registered for the half-day session, "How To Help Your Child Succeed in School," Parkway teachers had to start turning would-be participants away.

"Parents really want their children to learn," says Jan Humphrey, an elementary art teacher and Association member who helped organize the event. "They're just looking for answers about what they can do."

And they got them. Parents heard a local child psychologist speak on "How To Say No to Your Child," then could choose three out of the 13 teacher-led workshops. The most popular workshops: "How To Stop Struggling with Discipline," and "Study Skills for Your Child."

The day went smoothly, from computer registration, to box lunches, to day care (provided by members of the NEA Student Program from local colleges.)

"Parents saw teachers as professionals and as resources outside of the school day," says Humphrey, adding that the conference will become an annual event.

"When children know their parents are interested and working with their teachers, it can only be an improvement for education," she sums up. "In fact, everyone comes out a winner."

ALBUQUERQUE MEETS YPSILANTI IN NEW ORLEANS

Dave Vernham

Visiting Albuquerque, N. Mex., middle school students pose with their Ypsilanti, Mich., hosts before a boat trip on Lake Erie. Ypsilanti teachers Ron Wiedbusch and Dave Johnson are in the back row.

Chance Encounter Sets Up Exchange

A chance meeting between Michigan and New Mexico delegates at the 1988 NEA convention produced an almost instant exchange program—"Smiles Across the Miles"—between Ypsilanti's East Middle School and Albuquerque's John Adams Middle School.

The exchange initiators included, from NEA-Albuquerque, science teacher Stacy Tidrow-Nelson; from the Ypsilanti Education Association, Ron Wiedbusch, a consultant for special needs students, and Dave Johnson, a computer science and physical education teacher.

"At the convention," Wiedbusch recalls, "we kept hearing about two student problems: isolation by ethnic group and socioeconomic status and negative peer leadership—*gang* leadership. When Dave and I met Stacy, we saw a chance to break the cultural isolation. John Adams has Hispanic, Black, and Native American kids. We have lots of Black students at East, and both schools have plenty of white students."

In Albuquerque, Tidrow-Nelson explains: "We'd been talking about student apathy, about students not buying into the curriculum. A pen-pal connection with Ypsilanti would, I thought, help our kids focus on our local culture. The rest of the faculty has since run with that idea—working on community scrapbooks, for example.

"But at the convention," Tidrow-Nelson continues, "Ron and Dave and I also decided on a real exchange of people."

Phase one of the exchange took place in September, when John Adams sent seven representative student leaders—or potential leaders—to Ypsilanti. To pay for the trip, the teachers raised money and solicited donations from local businesses.

Throughout this school year, students at Adams and East will exchange scrapbooks, yearbooks, and videos, and next fall some Ypsilanti kids will make the return trip to Albuquerque.

PENNSYLVANIA

Some 13,000 education support personnel signed on with NEA in a single ballot this fall. They're the members of the ESP Association of Pennsylvania (ESPA), now a statewide local affiliate of PSEA and NEA.

Mary Ann Caputo, a 10-year veteran custodian in the Charleroi School District in western Pennsylvania, is president of ESPA. "We recognized the importance of having an organization like NEA backing us up in anything we might face, on the local or the state level," Caputo reports, "and of having the administration and school board back home know that NEA is backing us.

"For many of us, the biggest problem is subcontracting," explains Caputo. "That's hitting cafeteria and custodial workers and bus drivers the most right now, but it could be any of us. Then, a lot of school districts are forcing grievances into arbitration to wipe out the treasury—they want to bust the unions."

Caputo says another advantage of NEA membership that's important to ESPA members is the benefits—insurance and discounts, for instance—from NEA Special Services. "Our members couldn't believe how much NEA had to offer us. People around the state have been signing up for those benefits very quickly."

Already organized into 335 locals, ESPA expects to grow rapidly. Support staff members from every PSEA region and support personnel occupation have been getting special training in planning and carrying out organizing drives.

"We plan to double our membership in the next few years," Caputo says. "And we can do it."

VIRGINIA

The Henrico (Richmond area) Education Association has gone to bat and won duty-free lunches for the county's first through fifth grade teachers. Until this school year, these educators ate on the run while they handled lunch duty—and they were the only ones in the county to do so. Now the district pays bus drivers to monitor the elementary lunchrooms.

"The change improved the working atmosphere right away," says HEA President and third grade teacher Mary Ann Chisholm. HEA put on a dual effort, Chisholm explains. It first won state legislators' support for state aid toward paying the drivers for their extra time, then pressed the school district to kick in its share.

OREGON

When it comes to acquainting new teachers with their school district, the 169-member North Bend Education Association picks up where the administration leaves off.

This is the second year of an NBEA program that pairs each teacher new to the district with a veteran teacher. The veterans serve as mentors, acquainting the newcomers with Association operation as well as the workings of the district.

The mentoring program is a response to an NBEA membership survey that showed most newcomers want to be able to ask an experienced teacher about anything relating to the job—from where to order supplies to how to file a grievance.

NBEA President Ray Cordier notes that the program has benefited NBEA as much as it has the 18 new teachers involved last year and the 12 involved this year. "Our PAC contributions have increased significantly and we're gaining activists," he says. "This last is particularly important because by 1991 a third of our members will be eligible to retire."

State Side

WEST

In a case backed by the Texas State Teachers Association, a federal district judge recently ordered the Waco superintendent of schools and the principal of Waco High School to pay $25,000 each—personally—in punitive damages to Waco social science teacher and TSTA member Sue Collins. The two had disciplined Collins for refusing to illegally change a football player's failing grades.

In addition, the court ordered the Waco Independent School District to pay Collins $25,000—and the same two school officials to pay her $1,000 each—for causing her "stress and mental anguish."

Collins' total award came to $77,000. The victory, she noted, "is not my victory. It's a victory for all Texas teachers."

The punitive damages charged to the two administrators were not covered by insurance, and had to come from the two men's own pockets. They and the district also had to ante up $1 each for violating Collins' First Amendment rights.

SOUTHEAST

The Alabama legislature recently passed an AEA-backed bill to protect the Special Educational Trust Fund (SETF) from budget cuts that might be proposed to balance the state's budget.

The new law establishes a special proration prevention account. The SETF will receive a $21 million line-item initial appropriation, plus $8 million each year until the reserve reaches $75 million.

The Alabama Constitution prohibits deficit spending. When revenues fall short of projections, the governor is required to cut appropriations.

"This bill may not be the definitive solution to the problem, but it's a good faith reasonable approach to reducing the hardships of future funding shortages," says AEA Governmental Relations Director Joe Cottle.

NORTHEAST

Every two months, members of the Connecticut Education Association have a chance to see a video magazine from their state Association—and maybe watch their own local president at the same time. Each of the year's five issues of *Chalkboard* is cohosted by a different local Association president, and tapes of the show are distributed to all CEA UniServ offices to be lent to local affiliates.

The pilot issue of *Chalkboard*, produced last spring, featured a bill to let 15-year-olds work in restaurants (the "Big Mac Act"), with cohost Jim McAuley of the Bridgeport Education Association.

Other featured stories dealt with NEA President Mary Hatwood Futrell's Hartford announcement of NEA's Presidential endorsement, and with the state professional standards board CEA wants to see established.

CEA hires a TV production firm to prepare scripts, shoot the show, and handle production for the 8- or 9-minute programs. Ideas for topics come from members via CEA Communications.

SPENDING ON LEARNING

Instruction Garners 60 Percent Of Operating Funds

The National Center for Education Statistics reports that in 1986-87, public elementary and secondary schools used some 60 percent of their current operating expenditures on activities dealing directly with the interaction between students and teachers, i.e., on instruction. Spending for instruction includes salaries and employee benefits as well as operational and contractual services. The instruction category also includes supplies and equipment items, such as lab equipment and computers. Expenditures for instructional purposes ranged from a low of 52 percent in Washington to a high of 72 percent in Kentucky.

The second largest chunk of current operating expenditures (36 percent) goes to support services. Expenditures for support services ranged from 23 percent in Kentucky to 45 percent in Washington.

Expenditures for noninstructional purposes averaged 3 percent across the country. The range was from a high of 8 percent of current operating outlays in Mississippi to just over 1 percent in Nevada and New Hampshire.

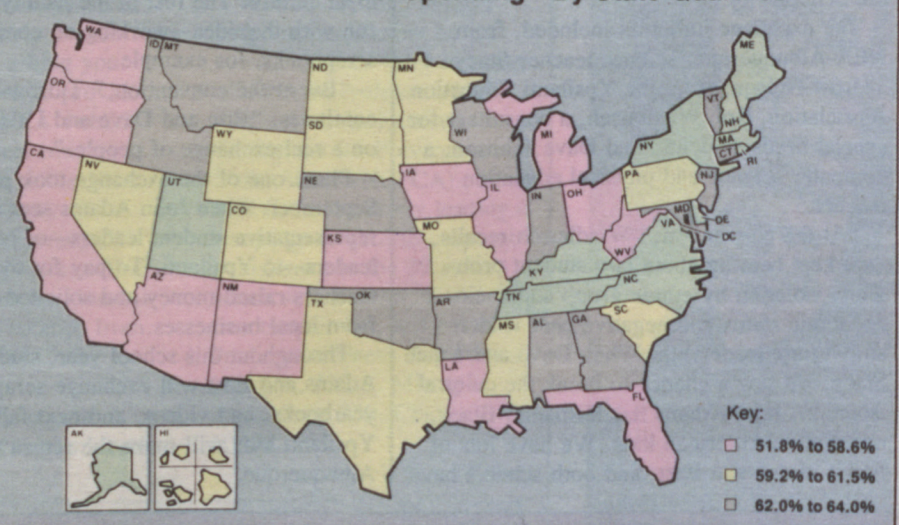
The data don't provide a clear explanation for why the different types of expenditures vary so much from state to state.

For example, states with the highest (or lowest) teachers' average salary do not stand out as having either the highest (or lowest) percentage of current expenditures devoted to instruction. Nor do states with the most and least dense population stand out as having respectively the highest or lowest percentage of current expenditures devoted to support services, as you might expect.

The data suggest, however, that states with below-average teachers' salaries allocate a somewhat larger portion of current expenditures to noninstructional purposes, e.g., food services and athletics.

Perhaps you can suggest some hypotheses. Look for common characteristics in the states occupying the same quartiles on the accompanying map. Send your thoughts to NEA Research, 1201 16th St., N.W., Washington, DC 20036.

Instruction's Share of School Spending—By State Quartiles



Source: National Center for Education Statistics

MIDWEST

Minnesota teachers have proven definitively that rules—especially when they govern class size—are *not* made to be broken.

Their story starts with an established state rule recommending that secondary teachers have no more than 160 students a day.

In 1986, the state Board of Education set out to modify that rule to accommodate certain kinds of music classes. But the new, illegally adopted language cleared the way for school districts that wanted to exceed the established sizes for all K-12 classes.

The Board's action "created an intolerable situation with regard to class size," says MEA President Bob Astrup.

In an unprecedented action last summer, MEA sued the state Board of Education to protest the change. Three weeks later, the Board lost; it agreed to join with MEA to seek a court order striking out the language it had adopted illegally two years before.

"We talked with the state Board for nearly a year," says Astrup, "and when they refused to act voluntarily to correct their error, we took legal action—and won."

PACIFIC

The Hawaii State Teachers Association has drafted legislation that would establish the state's first-ever teacher standards board.

HSTA proposes that the board be composed entirely of practicing teachers who would set criteria for new teachers entering the profession and also be able to decertify teachers. Currently, new teachers must pass the National Teachers Examination.

HSTA feels the legislation is long overdue, because when teachers are hard to hire, the state board's first response is to lower its standards. The problem's so bad, says the Association, that up to half of Hawaii's special ed teachers don't meet state standards.

The HSTA-backed bill will be introduced in the state legislature in January.

"A teacher board will guarantee a well-trained and fully qualified teacher in every classroom," says HSTA President Earl Arruda.

MIDATLANTIC

The cost of health care protection has emerged as a major issue for members of the Kentucky Education Association. On Oct. 31, the state dropped its Blue Cross/Blue Shield insurance coverage for teachers and other state employees in favor of a self-insurance plan.

Under the new plan, KEA members pay higher premiums for family coverage, but receive fewer benefits than under the old coverage. The deductible for family coverage has increased from $100 to $400. KEA has gone to court over the insurance plan and has asked Gov. Wilkinson and the legislature to address the issue during a special January legislative session.

STUDENT HEALTH

KIDS & TV

Just How Healthy a Relationship Is It?

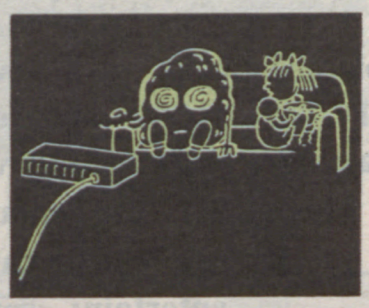
American children spend on average four hours a day watching television. What effects do large doses of television viewing have on our young people? In the American Academy of Pediatrics' (AAP) first guest health column for* NEA Today, *William Dietz, Jr., Ph.D., M.D. provides some answers. Dr. Dietz, of Boston, is both the director of Clinical Nutrition for the New England Medical Center's Department of Pediatrics and an associate professor of Pediatrics at the Tufts University School of Medicine. He's also chair of AAP's Subcommittee on Children and Television. AAP is a member of NEA's Health Information Network.

William Dietz, Jr., M.D.

Q. ***By now most people have heard that watching violent programs on television may encourage children to be more aggressive. What are some of the other ways watching TV can adversely affect children and adolescents?***

A. I think watching excessive TV can cause violent or aggressive behavior, and obesity. And it probably also contributes greatly to young people's using drugs and alcohol, engaging in early sexual activity, holding ethnic stereotypes, and underachieving in school. The amount of time children spend watching television is itself enough to remind all of us concerned with child development that TV viewing is a major force we have to take into account.

Q. ***You've been researching the relationship between the amount of time kids spend watching TV and the fact that more and more of them are obese. What reasons have you found for this relationship?***



A. People who are watching TV are typically using less energy and taking in more calories than in other activities. Children burn fewer calories watching TV than, say, riding a bike. In addition, children who watch a lot of TV tend to snack while they watch. Their snacks are the foods advertised on TV—mostly high-calorie items like sugared cereal and candy. It may not be just the ads that promote this snacking—food and eating scenes in the programs themselves can have the same effect.

Q. ***Besides the advertising in regular programs aimed at young viewers, we now have toy-based TV programs—commonly known as program-length commercials. One problem associated with these programs is that they exploit children as consumers. What other adverse effects, if any, do they have on children?***

A. Program-length commercials may promote violent and aggressive behavior in children. Most of the best-selling toys on the market today are based on television programs—and more than half of those programs have violent themes or glorify war.

These programs also both increase the intellectual passivity with which children watch TV and inhibit imaginative play. One of the most worrisome developments is the introduction of toys activated by inaudible signals broadcast during a program—they may eliminate the creative role of the child. In the future, all the child may have to do is buy the toy—the TV will play with it.

Q. ***Just as toy-based programs may attract the younger child, adolescents like music videos. Last month, AAP released a policy statement on music videos. As a member of the committee that developed that policy, would you summarize it for NEA members?***

A. Basically, the policy states that while music videos may represent a new art form, too many are sexist and violent, glorifying substance abuse, suicide, and sexual activity. What's more, by acting out or illustrating the lyrics of popular songs, the videos magnify their potential impact. Teens who may not pay attention to or understand the lyrics when they hear them can't help grasping the often disturbing images that characterize a growing number of videos.

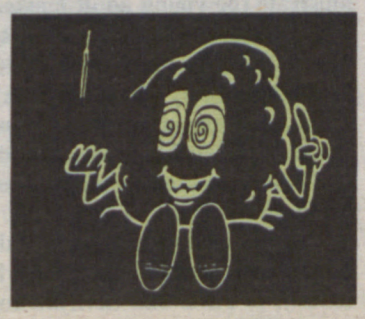
To combat the potentially dan-

gerous effect of these images, the Academy recommends that parents control their children's viewing of music videos just as they would any other form of TV viewing. And our policy also encourages the music video industry to exercise responsibility and to produce socially constructive videos and public service messages with positive themes.

Q. ***The AAP has recommended several ways parents can deal with the problems associated with watching TV. What can teachers do?***

A. Teachers should help their students become sophisticated viewers by teaching them how to use TV for education as well as entertainment. For example, they can discuss the geographic, cultural and behavioral themes of a TV program. They can videotape beer commercials and use these as the basis for a discussion of, say, male group behavior or drinking and driving. Or students can learn about human relationships by discussing a soap opera.

Teachers have a vested interest in changing television because so many counter lessons are learned from it.



The cartoon spots on this page are part of the American Academy of Pediatrics' public service message urging children not to become "couch potatoes."

COVER STORY

A Wild and Wonderful World

Children's picture books have never been more visually exciting—and economically attainable. Even today's video-drenched kids can't get enough of them. Picture books can inform and entertain; some even use their combination of words and pictures to comfort.

Gorgeous, sophisticated children's picture books—classy enough for the adult coffee table—seem available in endless variety in U.S. bookstores. We're in a golden age of children's book illustration.

Or maybe we've reached a silver anniversary. Because if there's a starting date for the new era, it was a quarter-century ago, when author and illustrator Maurice Sendak brought out his *Where the Wild Things Are*, now in a 25th anniversary edition from Farrar, Straus and Giroux ($12.95).

In *Wild Things*, young Max misbehaves and is sent to bed without his supper. Alone in his bedroom, he slips into a fantasy world of toothy, full-page monsters. In 1963, adults thought all this was too scary for children. Kids loved it.

"Children respond to humor and emotional depth in illustrations," says Jewell Stoddard, of Washington, D.C.'s Cheshire Cat, a children's bookstore. "Sendak has that emotional depth, which doesn't upset children in the way adults expect."

Sendak also has the ability to combine fantasy and reality, a quality he admires in Beatrix Potter (who, Sendak says, could make animal characters, such as Peter Rabbit, "both endearing little boy and expertly drawn rabbit").

Structurally what distinguishes the children's picture book is the complementarity of text and pictures. In *Caldecott & Co.*, Sendak traces the genre back to the nineteenth-century British illustrator Randolph Caldecott. Caldecott, Sendak says, invented a new counterpoint between words and pictures: "words are left out—but the picture says it; pictures are left out—but the word says it."

Caldecott's illustration of the "four and twenty blackbirds" from Mother Goose appears on the cover of Brian Alderson's *Sing a Song for Sixpence* (Cambridge University Press/British Library, $24.95). It was for Caldecott that the American Library Association named its annual award for best illustrated children's book.

The 1988 Caldecott medal winner is John Schoenherr, who illustrated Jane Yolen's *The Owl Story* (Putnam/Philomel, $13.95). Schoenherr recalls receiving the text of Yolen's story about a father and child searching for owls on a cold night.

"There was so much between the lines," Schoenherr says. "I tried to take what Jane was saying, emphasizing the feeling, and add things I knew from living in the country and painting wildlife."

In Schoenherr's restrained watercolors, a stiff, bundled-up child is the visual counterpoint of the text child who explains: "If you go owling you have to be quiet and make your own heat."

Not every children's picture book has so a felicitous a text. Anita Silvey, editor of the *Horn Book*, a magazine that's been reviewing children's books since 1924, says: "We've never seen more varied and sophisticated art, but the same attention isn't being given to more beautifully written text."

One of Silvey's exceptions is William Steig, who wrote and illustrated *Brave Irene* (Farrar, Straus, and Giroux, paper, $3.95), a story of duty and perseverance in a snowstorm.

If today's artists and illustrators are exceptionally good, technology—and the economic doctrine of comparative advantage (translated here into cheaper printing overseas)—help bring their work to readers at reasonable prices.

Explains Silvey: "New laser techniques mean that any art can be put in front of a camera, separated into its basic colors, and made much easier to print."

But even the new technologies are still labor-intensive, says David Zable, vice-president for manufacturing at E. P. Dutton and a pioneer in printing picture books in the Pacific Basin (Hong Kong, Singapore, and Japan).

"The small printing runs—typically under 15,000 copies—for children's hardback books would be prohibitively expensive if they were produced here," Zable says.

The picture book is expanding to reach younger and older age levels. Now 40 percent of all children's books published here are picture books, compared to a third in the past, Silvey notes. But Zable says photos more than art are likely to illustrate the young adult books.

Linnea in Monet's Garden, (R&S Books, $10.95), the American edition of a Swedish book by Christina Björk and Lena Anderson, combines art and photographs—old and new, black-and-white and color—to create illustrations that jump off the page.

The story takes Linnea, a little girl (albeit with yuppie adult tastes in art and travel), to Paris and environs to see the paintings and restored country garden of the Impressionist painter Claude Monet.

Björk and Anderson combine color reproductions of Monet paintings with old photos from the Monet family album—plus contemporary watercolors of Linnea and color photos of the gardens, both by Anderson—to create an engaging travel/art book.

Sendak's *Dear Mili* (Farrar, Straus, and Giroux, $16.95) is a highlight of the fall 1988 children's publishing season. Not only is it Sendak 25 years later. It is Wilhelm Grimm (of the Brothers Grimm) 172 years later.

The story of *Dear Mili* was written in 1816, but it remained unknown in private hands until 1983. Farrar, Straus undertook to publish the tale in the United States and asked Maurice Sendak to illustrate it.

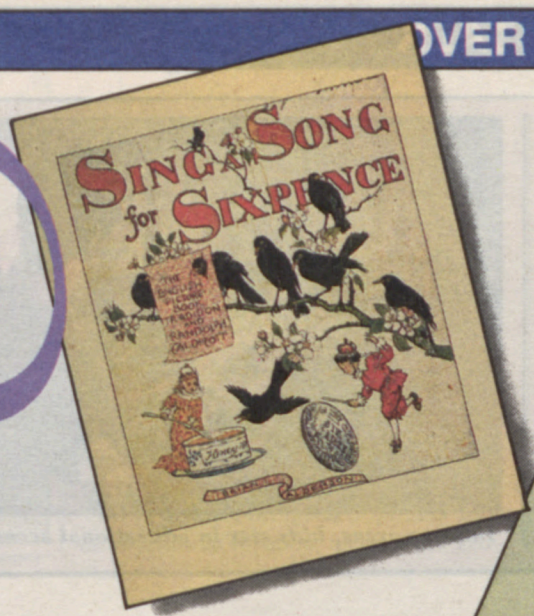
As Sendak explained on a recent *Today Show*: '*Dear Mili* is a consolation letter, written to a child who had sustained a personal loss—perhaps of her mother."

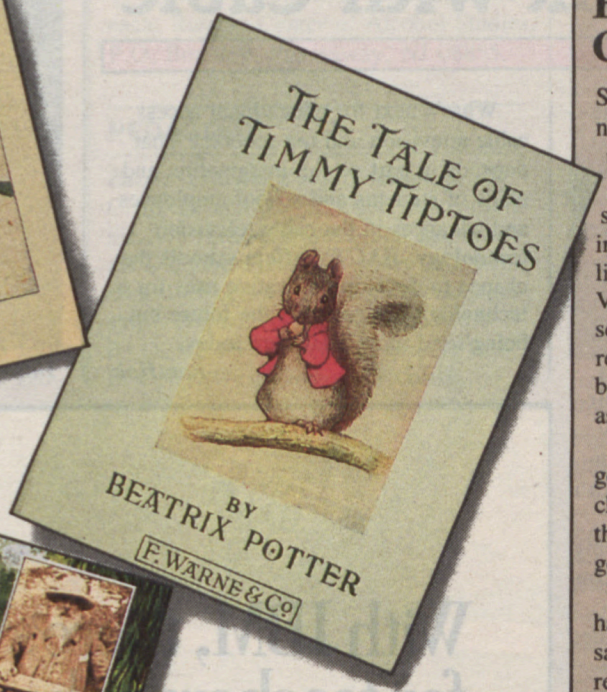
Read it, and have your kids—at home and at school—read it. See pictures and text work together to comfort a bereft child.

—Nancy R. Needham

COVER STORY

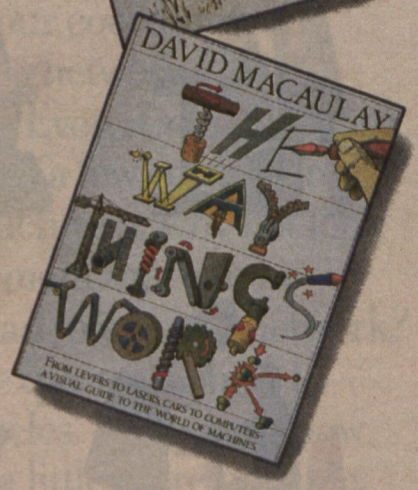
BOOKS





Jan Bindas

"The Way Things Work" ***author David Macaulay in his studio in Rhode Island***



How Things Work

In bookstores, David Macaulay's narrow white-jacketed volumes, with their pen-and-ink cover drawings of a Gothic cathedral, an Egyptian pyramid, a New England textile mill, are shelved among the children's books.

In fact Macaulay isn't really a children's writer. He is, however, a teacher, and his first pupil is David Macaulay. "I write for myself—to understand." Trained as an architect, the award winning illustrator is best known for using drawings and brief text to describe how technologies work—to build a cathedral, say, or create a water-powered textile mill. (Macaulay was a public school art teacher in Central Falls, R.I., and Newton, Mass., in the early '70s.)

Macaulay also writes to entertain. In this year's *The Way Things Work* (Houghton Mifflin, $24.95), half the fun comes from seeing which machines will be discussed together. Machines are grouped according to function, so zippers and plows are together because both use the wedge.

Some 2,000 color drawings of gears, pistons, spy satellites—and wooly mammoths, the other half of the fun—fill the book's 384 pages.

The mammoths appear on nearly every page, turning the belt drive on a record player, for instance, or being shorn by the scissors.

Macaulay's next book will be about a crab fossil in a stone he picked up on the Great Pyramid.

"Right now I'm doing the research. I take my little crab and call on people—paleobiologists, for example—and pick up clues about what questions to ask."

Most certainly the answers will be artful, comprehensible, and funny.

Houghton Mifflin (Children's Books, 2 Park St., Boston, MA 02108) has a video, *David Macaulay in His Studio*, about the preparation of *Pyramid;* write for a brochure. PBS Video (1-800-424-7963) sells videos and films of the PBS specials based on *Castle*, *Cathedral*, and *Pyramid*. For a free copy of *The Pyramid Times* study guide for use with the *Pyramid* video, write American Institute of Architects, Educ. Prog., 1735 New York Ave., N.W., Washington, DC 20006. —*N.R.N.*

Bringing Kids' Books into Your Classroom

Suzanne Gardner

Suzanne Gardner, a resource teacher for gifted middle school students in Prince William County, Va., likes to see students read picture books in class as well as for leisure.

"The pictures and words work together," Gardner explains. "For children who aren't good readers, the illustrations supply context. For good readers, pictures enrich."

Gardner would like to do more—have five kids read and discuss the same book, for instance. But until recently, publishers have done little to bring their trade books ("non-textbooks, non-library books that are sold in bookstores") to teachers' attention—much less offer teachers decent discounts on multiple orders.

Distribution, pricing, and discounting of trade books is different from that for textbooks or library books. How's a teacher to plug in? Read on.

Finding the best titles

- Follow the book reviews in local and regional newspapers.
- Browse in your best local children's bookstore.
- Check your library for these periodicals that review children's books: *School Library Journal*, *Publishers Weekly*, and *The Horn Book Magazine*. *PW* features children's books twice a year; for single copies call 1-800-669-1002.
- See the work of award-winning illustrators in Scholastic's new *Sing a Song of Popcorn* (142 pp., $16.95), a collection of poems illustrated by nine Caldecott Medal winners.
- Get the American Library Association's annual list of Caldecott and other medal winners, *Notable Children's Books* (single copy, 50¢), (60 E. Huron St., Chicago, IL 60611).
- Get a good list of children's classics, such as *The New York Times Parent's Guide to the Best Books for Children* by Eden Ross Lipson. (Times Books. 425 pp. $22.50; paper, $12.95). Note the illustrators' index.

Finding the best prices—

- Bring book fairs to school—especially if you can pick the books.
- Get the library discount. Have the school library/media center buy trade books for you.
- Buy directly from trade publishers. Many now have Educational Marketing Departments—distinct from their textbook operations—and Special Sales Departments that can offer substantial discounts—say, 40 percent—on large orders. —*N.R.N.*

TECH TALK

Schools Link with Cable

Educational Access Cable Television (EACTV) is opening new channels of communications for educators.

Students and teachers may not identify readily with EACTV, but cable industry experts say more and more schools are benefiting from the technology.

Unlike public television programs, which a station transmits over the airwaves to any television set, EACTV programs originate with a cable franchise owner who sends them through a cable to individual subscribers.

Now some school districts are using EACTV for teleconferencing (any conference in which participants in different locations communicate via video or audio equipment), producing programs, and transferring data (for example, by linking computers, cataloging library materials, or just talking).

This year the Dallas Independent School District's Cable Communications Department produced local educational programs so good and so diverse that it was awarded the National Federation of Local Cable Programmers (NFLCP) award for best educational access facility.

The Portland (Oreg.) Association of Teachers, in conjunction with the Portland school system, produces the popular student-teacher series *Homework Hot Line* for local EACTV. Across town, the Multnomah County school system produces two series, *Kidstuff* and *What Did You Do in School Today?*

"EACTV can address very specific local needs and concerns," says eighth grade teacher Vicky Barrows of Portland's Robert Gray Middle School.

The local point of access—and the schools' control of it—make the message much more effective than anything coming from outside sources, Barrows points out. "When students, teachers, and parents can identify with a local program, there's greater community involvement."

EACTV has one big drawback, however. "Only cable subscribers can receive EACTV programming," notes NFLCP Chair Sharon Ingraham, "so some areas are left unserved. There are about 1,100 EACTV systems operating out of 8,400 cable TV systems capable of sustaining EACTV.

"It may be that EACTV will see its primary use in urban areas where everyone tends to be on cable," adds Ingraham.

The easiest way to get a local access channel is to negotiate it into the agreement with the local cable franchise holder, who would then be required to provide the necessary production equipment and networking capabilities for EACTV. Adding EACTV after the local franchise is established may prove more difficult.

What's next for educational access cable television and the schools? That depends in part on the imagination and skills of students and school employees and advances in the cable television technology. EACTV offers schools the chance to develop innovative uses for a technology designed for the future but being used more and more today.

—*Ron Holt*

Brad Bower

In some areas, kids star in educational access cable TV shows.

With IBM, there's a practical way for teachers to be everywhere at once.

RESOURCES

Free or Inexpensive

HISTORY

©1988 American Heritage

American Heritage Civil War Calendar 1989. A wall calendar with color reproductions of artwork depicting the Civil War—plus informative text. 28 pp. $8.95. From bookstores or by mail for $1.50 more from Workman Publishing, 708 Broadway, New York, NY 10003.

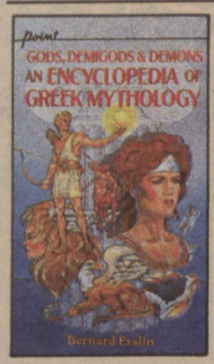
DRUG EDUCATION/SCIENCE

Drugs and the Brain: An Introduction to Neuropharmacology. John Brick. 13 pp. No. QPP-341. ***What Shall We Teach the Young About Drinking?*** Robert D. Russell. 19 pp. No. QPP-344. Two in a series designed to present technical information about alcohol use and abuse in readable prose. $2.50 each plus $1 p&h per order; 100+ copies, $1.50 each. Rutgers Center of Alcohol Studies, P.O. Box 969, Piscataway, NJ 08855.

PEDAGOGY

Parent-Teacher Conferencing. Joseph C. Rotter and others. Describes communication skills that work well for teachers and parents and discusses legal and ethical aspects of school-parent relationships. 2nd ed. 33 pp. Stock no. 1075-2-00-D. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

LITERATURE

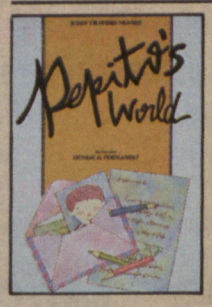


Gods, Demigods & Demons: An Encyclopedia of Greek Mythology. Bernard Evslin. Including "Achilles" on page 2 and "Zeus" on page 233, the book has more than 500 entries on names, places, and events from ancient Greece. 240 pp. $2.95. From bookstores; for multiple orders, contact Scholastic, Inc., 730 Broadway, New York, NY 10003.

SOCIAL STUDIES

What You Should Know About the American Flag. Earl P. Williams, Jr. Get ready for the 175th anniversary of "the perilous fight" (September 13-14, 1814) with this illustrated book about the "star-spangled banner"—its antecedents and its development to date. 52 pp. $5.95 plus $1.50 p&h. (MD residents add 5% sales tax.) Maryland Historical Press, 9205 Tuckerman St., Lanham, MD 20706.

INTERNATIONAL RELATIONS



Pepito's World. John Travers Moore. A New Yorker named Pepito persuades his classmates to write children in other countries. 46 pp. $4.95 prepaid. Sales No. E.88.I.14. United Nations Publications, DC2-853, New York, NY 10017.

HANDICAPPED

The Disability Bookshop Catalog. A mail-order catalog of books—e.g., travel guides, large-print books, home business guides—useful to people with physical limitations and to professionals who work with the disabled. 16 pp. Print copy, free with $1 for p&h; audiocassette copy, $3 ($1.50 creditable toward purchase). Disability Bookshop, P.O. Box 129, Vancouver, WA 98666.

VOCATIONAL EDUCATION

"High School Graduates in Entry Level Jobs: What Do Employers Want?" ERIC/CUE Digest, No. 40 (February 1988). A round-up of recent research on the title question. 2 pp. Single copies, free with business-size SASE (25¢). ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

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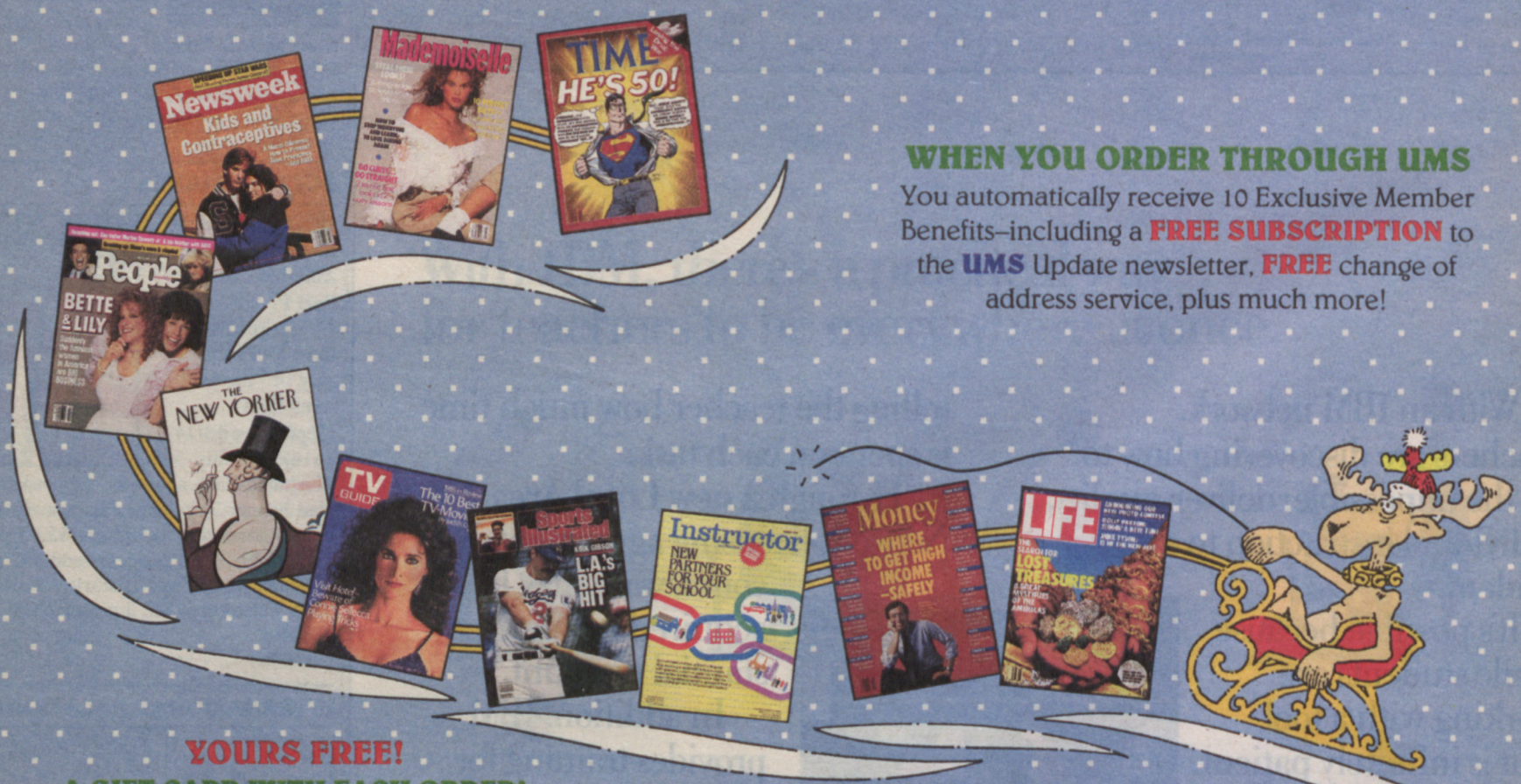

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BOOK BEAT

A Lesson in Courage, Compassion

NEA Today learned about Mark, a 13-year-old hemophiliac with AIDS, three years ago. Mark's uncle, Association member Jeff Hoyle, told us there was one community in the United States where people were handling the presence of an AIDS-afflicted student in school "the way it should be done—with compassion, trust, and understanding."

That community was Swansea, in southeastern Massachusetts, where both Jeff and his nephew Mark lived. At the time of the phone call, Mark was in school, and the whole town knew that someone with AIDS was attending Case Junior High.

Now *NEA Today* has the opportunity to tell the Swansea story. Jay Hoyle, Jeff's brother (a parochial school history teacher) has written *Mark*, a chronicle of his son's illness from the day it first appeared—May 22, 1985—to the day Mark died from pneumonia—October 26, 1986.

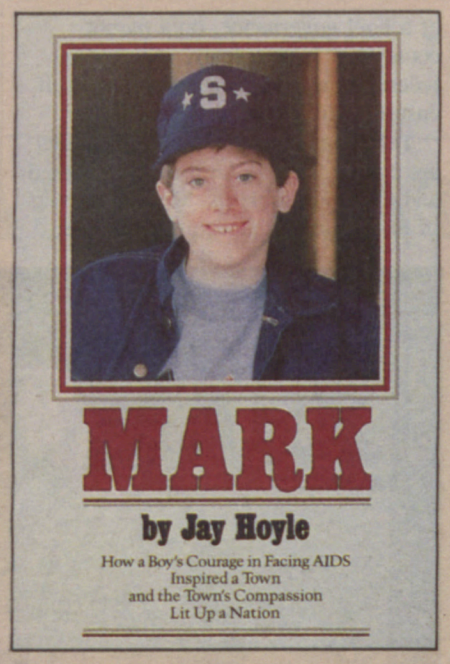
"Mark seemed to bring out the best in people," Jay Hoyle writes. "He was an innocent victim who created many heroes."

***Mark* is a book about heroes—** people who refuse to let fear keep them from living. Or who, when a tough decision lands in their laps, refuse to let fear keep them from doing the right thing.

To begin with, just living with severe hemophilia—or with two hemophiliac children—gave Mark, his younger brother Scott, and their parents the chance to be heroes of daily living.

From a refrigerator half-filled with containers of clotting factor, Jay and Dale Hoyle mixed up a formula they gave the boys intravenously every other day—and before every Little League game and practice.

Little League. That tips you off to the Hoyles' attitude toward illness: it's something you get around.



Mark: How a Boy's Courage in Facing AIDS Inspired a Town and the Town's Compassion Lit Up a Nation

By Jay Hoyle

Diamond Communications P.O. Box 88, South Bend, IN 46624, 1-219-287-5008. 280 pp. $18.95.

Mark loved to repeat the old adage, "winners never quit, and quitters never win," and he practiced it on the baseball diamond, as elsewhere. When he could no longer make it around the bases, others ran for him.

Swansea teachers and school officials had their shot at heroism in a three-week period bracketing the opening of school in 1985.

When school superintendent John E. McCarthy learned of Mark's illness, he gave himself a crash course on AIDS. His conclusion: Mark would be no danger to his schoolmates and should be allowed to attend school.

Three key meetings that McCarthy set up with doctors and community members started the Swansea community on the road to building a consensus on AIDS and school. The first meeting involved Mark's teachers; the second, the entire Case Junior High School faculty; the third, the public.

> **"Mark seemed to bring out the best in people. He was an innocent victim who created many heroes."**

The consensus began to develop among the teachers. The faculty members who'd attended the first meeting were "secure in their understanding of the situation and helped the others to understand."

But it was in the public meeting, attended by some 700 parents—and 50 members of the press—that Swansea came to terms with Mark's disease.

Chapter 3 of the book contains an edited transcript of that meeting. Updated and expanded, it can serve as an introduction to AIDS and school for parents of school-aged children.

On the panel that night with McCarthy, Case principal Harold Devine, and a state education official were two medical doctors—the Massachusetts state epidemiologist and Mark's hemophilia specialist from Providence, R.I.

The audience seemed to be most convinced by the doctors' responses to repeated questions about transmission of AIDS through casual contact.

"No child will contract AIDS," said the epidemiologist Dr. George Grady, "in the absence of the exceptional types of contact [i.e., having sex or shooting drugs with another person] which each parent must bear the responsibility for.

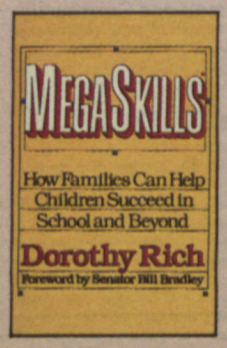
"Sitting next to the child, no. Playing with the child, no. 100 percent No! No! No! *(loud applause)*."

The loud applause indicated that Swansea had signed on: Mark became a hero rather than a problem. Until his death, his full name never appeared in the newspapers or on TV. Lots of people in Swansea knew who the AIDS patient was, but no one would confirm it.

This is a book about family and community coming through. By keeping Mark among their children, the people of Swansea gave their children a gift.

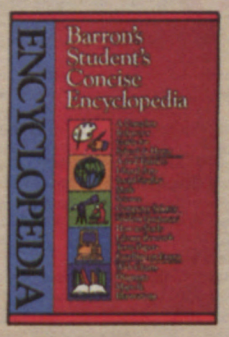
"Mark was an inspiration for many kids," wrote student Maria Resendes in the Case Junior High newspaper the month after Mark died. "He taught kids that life is good and taught them not to mistreat it."—*Nancy R. Needham*

Books To Go To For Hints And Facts

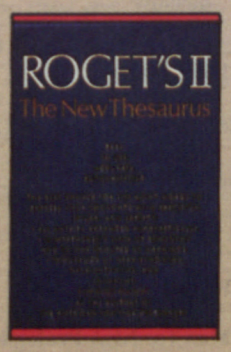


***MegaSkills: How Families Can Help Children Succeed in School and Beyond.* Dorothy Rich.** Houghton Mifflin. 352 pp. $17.95. Paper, $8.95*. Enumerates common-sense-but-you-might-not-think-of-it-yourself principles for raising confident, self-motivated, persevering, problem-solving children.

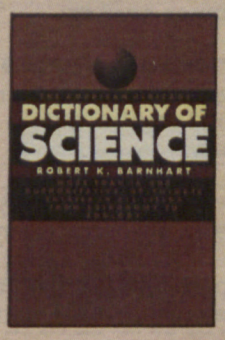
*The paper edition is available by mail for $1.50 more from Home and School Institute, Special Projects, 1201 16th St., N.W., Washington, DC 20036.



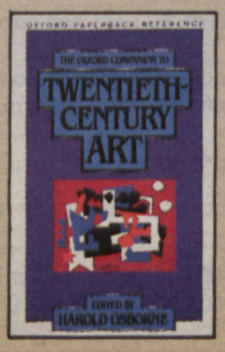
Barron's Student's Concise Encyclopedia. Barron's. 1,200 pp. $19.95. Provides a one-volume reference book for homeroom or dorm room, with entries in 19 academic disciplines (e.g., art, economics, math) plus sections on independent living (aimed at college students) and study aids.



Roget's II. The New Thesaurus, Expanded Edition. Houghton Mifflin. Unpaginated (but thick!). $12.95. Is organized for one-stop-per-word looking up: each entry word has all its meanings, synonyms, and antonyms in the same place.



The American Heritage Dictionary of Science. Houghton Mifflin. 740 pp. $19.95. Gives basic terms of the physical and biological sciences from *a* (which can be the abbreviation for *amperes*) to *zymurgy* (the branch of chemistry dealing with, among other things, fermentation).



The Oxford Companion to Twentieth-Century Art. Oxford University Press. 656 pp. $21.50. Has entries for individual artists, movements, styles, national movements—plus illustrations in color and black & white—from Marcel Duchamp's *Nude Descending a Staircase* to Andy Warhol's *Green Coca Cola Bottles.*

RESEARCH CLUES

Parental Involvement

TEACHERS CAN MAKE IT HAPPEN

By Robert McNergney and Martin Haberman

Twenty years ago the Coleman Report concluded that "the most important single factor in student achievement is the home background of the child and fellow students." (Actually, that's two factors.) E. S. Shaefer, after reviewing the literature, concluded that "schools do not change the child's level of functioning; they merely educate him at the level of functioning established and maintained by the family and the community." Other reviewers of research claim that parents, family, and home environment account for up to 80 percent of the variance in students' achievement test scores.

It's not just the family's socio-economic status that correlates with achievement. Parents who are involved with schools, read to their children, and show positive attitudes toward learning help increase their children's achievement. Their influence seems to be strongest while children are young, so the earlier parents get involved with their children's schools, the better. The preschool level is best of all.

Parents' involvement with schools sets up a mutual influence: they affect schools, and the schools affect the atmosphere parents create at home for their children. Involved parents read more to their children, talk, listen, and interact with them more than uninvolved parents, and are more supportive of their children and the schools.

Parents of primary school pupils can be helped to tutor and teach their children. But once children reach fourth grade, they're less willing to accept instruction from their parents, and their parents become less comfortable with the subject matter.

Still, studies report that parents can help their children do well in school without doing any actual teaching. Elementary and high school students achieve more when their parents simply take an interest in what they do in school. (This may come as a surprise to the parents of teenagers who ask questions but never get more than mumbles in response!) Just listening, or reading, or talking with children seems related to improvement in their academic achievement. Some research suggests that students make gains when their parents are simply kept regularly informed about their progress.

Before parents will get truly involved in the schools, they must foresee a direct benefit to their children. They must believe that school staff are really committed to helping. And they must believe that they themselves can make a difference in their children's lives. Involving parents in some form of school governance, on a parent council, or in a structure required by federal or state mandate won't in itself ensure active parental interest.

Telephone calls and notes to parents are simple ways to keep them informed and to avoid problems. Meeting parents of middle school students in the summer before school starts has been found to improve the students' attendance. There is some evidence that parental involvement also increases students' self-esteem, motivation, and desirable classroom behavior.

What needs to be done to help teachers help parents? School administrators must provide opportunities for parents to get involved in ways they can see really helping their children. That means providing the time, help, and resources teachers need if they're to work with parents and keep them informed about their children's progress. Secondary level administrators will need to use even greater creativity. Teachers working with 150 to 200 students every day can't readily relate to parents in meaningful ways.

For more information on what research says about parental involvement, consult Beth D. Sattes, "Parental Involvement: A Review of the Literature," Appalachia Educational Laboratory, 1031 Quarrier St., P.O. Box 1348, Charleston, WV 25325.

Bruce Borich

NEA's TABS (Teamwork Approach to Better Schools) Project fosters cooperation among schools, parents, and community groups.

Robert McNergney is Director of the Commonwealth Center for the Education of Teachers, University of Virginia & James Madison University, Charlottesville, VA 22903; Martin Haberman is a Professor at the School of Education, University of Wisconsin-Milwaukee, Milwaukee, WI 53201. They prepared this column for NEA Today *with the cooperation of the American Educational Research Association.*

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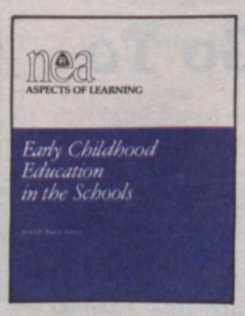

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RESOLUTIONS

THE 1988-89 RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION

The following resolutions were adopted by delegates to the 1988 NEA Representative Assembly.

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the 10 goals stated in the Preamble. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolutions are formal expressions of opinion, intent, belief, or position of the Association. They shall set forth general concepts in clear, concise language, shall be broad in nature, shall state the positions of the Association positively and without ambiguity, and shall be consistent with the goals of the Association as stated in the Preamble of the Constitution.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6.K states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A-1. Educational Opportunity for All

The National Education Association recognizes that education is a lifelong process and that the public schools serve a constituency that embraces all age groups. The Association believes that education should be suited to the needs of the individual, nonsegregated, offered beyond the traditional school day and school year, required through the secondary school, offered at public expense, controlled by local and state boards of education, and guaranteed by the Constitution of the United States.

The Association believes that individuals, at their expense, should be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate agency.

The Association urges its affiliates to seek and support legislation that denies tax-exempt status to those institutions whose policies and/or practices prevent the integration of those institutions. (69, 85)†

A-2. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened. Members of the Association are encouraged to show their support of public education by sending their children to public schools.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in the development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Achieve functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Use critical thinking, creative thinking, and problem-solving skills

d. Exercise attitudes of good citizenship, societal productivity, and global awareness

e. Appreciate the aesthetic and moral qualities of life

f. Formulate values for their lives that will lead to continual growth and self-fulfillment

g. Recognize and appreciate the cultural, social, political, and religious differences found throughout the nation and the world

h. Use leisure time effectively and develop sound physical health habits

i. Develop skills in the practical/vocational and fine arts.

The Association urges its state and local affiliates to intensify efforts to maintain and strengthen comprehensive programs of education that aspire to these goals. (69, 85)

A-3. Public Education/National Defense

The National Education Association believes that maintenance of a strong system of public education is paramount to maintaining a strong U.S. national defense. (85)

A-4. Excellence in Education

The National Education Association believes that continued success of the United States as a participatory democracy and as a world leader is dependent upon a shared national, community, and individual commitment to excellence in education. The Association also believes that mastery is a standard of excellence achieved when students demonstrate the ability to use what has been taught and have command of subjects sufficient for problem solving, decisionmaking, and further educational growth. To that end, the Association reaffirms its support of high standards for teaching and learning in which the student becomes an active participant in the mastery process.

The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student so that social promotions can be prevented or minimized. (83, 86)

A-5. Understanding and Support of Public Education

The National Education Association recognizes its responsibility to promote understanding and support of public education and educators and to encourage wide community and parental participation in achieving and maintaining educational excellence.

The Association believes that the success of our nation depends upon high standards of educational excellence. The Association supports high standards for student achievement, excellence in teaching, a positive school environment, and high parental expectations for schools. It also recognizes its responsibility to publicize adverse educational conditions and to support efforts to improve such conditions.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention should be focused on the contributions of education and educators. (69, 86)

A-6. Effective School Climate

The National Education Association believes that an effective school climate is necessary for promoting educational excellence in our public schools. The Association believes that an effective school has a positive environment where school employees, students, and parents care for, respect, and trust each other and where the school as an institution cares for, respects, and trusts the people in it. (87)

A-7. U.S. Department of Education

The National Education Association believes that the U.S. Department of Education must be a viable force for the maintenance and improvement of public education in the United States. The Association further believes that Association members must be fully involved in establishing goals and planning programs with the Department.

The Association further believes that internal and external attempts to dismantle and to erode the effectiveness of the Department of Education through the federal budgetary process are detrimental to the public interest. (80, 88)

A-8. U.S. Federal Schools

The National Education Association believes that all federal schools, except those under the control of the Bureau of Indian Affairs, should come under the auspices of the U.S. Department of Education.

The Association further believes that all dependents of U.S. government employees overseas should be afforded the opportunity to attend such schools. (80, 85)

A-9. Federal Financial Support for Education

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arise from the needs of our national social, economic, and political system. The Association asserts that a major federal role is to ensure equality of educational opportunity for all. A second role is to collect basic data to be used in public schools and to engage in research, development, and consultation activities that support quality state and local education programs. A third federal role is to grant supplemental aid to states that are not able to raise adequate funds, to provide all students with a high-quality education, and to provide funding to support state and local government efforts in pursuit of national interests in public education.

The Association will continually seek general federal support for the whole of public elementary, secondary, and postsecondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

a. In assisting local school districts, the federal government must assume a full partnership role by providing significant levels of federal funding for elementary and secondary education through a program of general aid and categorical assistance.

b. In recognition of its high priority, federal education funding must be clear and identifiable within the federal budget.

c. Federally funded instructional programs should have maximum teacher involvement in their development at the federal level and must be implemented at the local level only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. Advisory committees for federally funded programs should reflect the ethnic makeup of local communities to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.

e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting the establishment of religion, and provide for judicial review as to its constitutionality.

g. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.

The Association supports federal funding for postsecondary education, including—

a. Programs of institutional, scholar, and student support

b. Grants to support vital research functions

c. Student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education, regardless of personal financial means

d. Support of historically Black colleges and developing institutions.

The Association will oppose those provisions in federal legislation and/or current laws that include funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students in elementary and secondary education. (83, 86)

A-10. Improving Neglected Schools

The National Education Association believes that many schools are in a state of crisis as evidenced by decay, neglect, and continuing deterioration. Such schools must be provided with the necessary financial resources to increase staff and to provide improved instructional materials and adequate physical facilities.

The Association further believes that the community, parents, students, teachers, and educational support personnel must be effectively involved in designing programs to implement positive change. (69, 86)

A-11. Deleterious Programs

The National Education Association believes that the following programs and practices are detrimental to public education and must be eliminated: performance contracting, tax credits for tuition to private and parochial schools, voucher plans (or funding formulas that have the same effect as vouchers), planned program budgeting systems (PPBS), and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management-by-objective systems, block grants, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the Association and its affiliates to prevent such abuses. (74, 87)

A-12. Tuition Tax Credits

The National Education Association believes that tuition tax credits—under which K-12 private school education is subsidized by federal or state tax monies—could lead to racial, economic, and social isolation of children and undermine our commitment to the public school system.

Therefore, the Association believes that all federal and state legislation designed to establish or implement plans for prekindergarten through grade 12 tuition tax credits is detrimental to the public interest and urges its affiliates to work for the defeat of such legislation. (84, 86)

A-13. Voucher Plans

The National Education Association believes that voucher plans or funding formulas that have the same effect as vouchers—under which education is financed by federal, state, or local grants to parents, schools, or school systems—could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. (70, 87)

A-14. Tax Reform

The National Education Association supports tax reform and encourages forums and conferences that will plan and propose reforms at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services

b. Prevent excessive reliance on property tax or any other single tax

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence

e. Assure that statewide uniformity in property tax effort be required

f. Provide for increased local and state funding of public education

g. Not be used to place arbitrary maximum limits on any state or local government's ability to spend or tax, particularly since such limits have a negative impact on the full funding of schools

h. Eliminate tax laws and rulings that are harmful to school employees and educational needs. (78, 86)

A-15. Educational/Economic Stability of States

The National Education Association recognizes that the educational and economic well-being of the country depends upon the economic health of each of the regions, states, and localities.

The Association supports efforts to alleviate the effects of unemployment and supports retraining and appropriate job-creation legislation.

The Association supports efforts to correct policies that contribute to the particular economic difficulties of individual regions, states, and localities. (81, 86)

A-16. National Health Insurance

The National Education Association believes that preventive health care is important and that many educational problems stem from the lack of health services to the student and family.

The Association believes that access to comprehensive health care is a right of every citizen and that a national health care insurance plan should be supported and funded by the U.S. Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. (78, 87)

A-17. Media

The National Education Association recognizes the fact that the media have an effect on the education of the public. Therefore, the Association believes that the media have an obligation to provide full, constructive, and accurate presentations. The Association supports the media's right to protect information and sources of information from mandated disclosures and search and seizure.

The Association recognizes that children are an especially vulnerable audience who must be protected from violence, stereotyping, and exploitation by advertisers. To help children become critical users of the media, the Association encourages advertisers, media professionals, and parents to use materials of the highest caliber. These materials should be made available to children with consideration given to the child's age, time of day, and type of materials. The Association encourages advertisers and media professionals to use standard grammar and spelling and refrain from the use of profane language.

The Association urges its affiliates to establish media study committees to monitor media activities, to provide research materials and training for members, and to promote positive, educational programming. The Association further urges its affiliates and members to help parents determine the types of programs their children should be viewing. (69, 86)

A-18. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. It encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction. It is essential that teachers have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching.

The Association further believes that the Public Broadcasting Service (PBS television), National Public Radio (NPR), and expanding cable television (CATV) should provide communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems for public school access and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. It further urges the continuation of local, state, and federal financial support for public broadcasting. (81, 86)

A-19. Rural Education

The National Education Association supports a strong rural educational system and the preservation of the community infrastructure in rural America.

The Association believes that rural areas contain a range of conditions that make them unique and urges development of programs that recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel that will reflect the special needs and problems of rural schools.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 85)

A-20. Urban Development

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning

†Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended. If only one year is shown, no revisions have been made since the resolution was first adopted.

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land use, zoning, urban development, economic growth, plant closings, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. (74, 88)

A-21. Community Education

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 86)

A-22. School Boards

The National Education Association believes that school boards must be representative of the population within the school district, including representative participation of minority groups. Board members must be elected by the voters of the school district and must be charged with the responsibility of promoting public understanding of the schools. The Association also believes that school board members should be elected from representative districts.

The Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow school employee and community involvement in educational decisionmaking and guarantee their right to participation. Such legislation should also provide for open discussion that guarantees the local affiliate input prior to a vote on any agenda item. Further, such legislation should guarantee the local affiliate the right to have items placed on the school board agenda. (80, 88)

A-23. Public School Buildings

The National Education Association believes that closed public school buildings that have been deemed safe can be used effectively for public preschool, day care, job training, and adult education centers. The Association believes that closed public school buildings should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools. (82, 87)

A-24. Environmental Education

The National Education Association believes that the nation's priorities must include the protection of our environment. It urges the establishment and maintenance of Federal Wilderness Areas, Recreational Areas, Refuge Areas, and designated local green areas. It further urges the development and improvement of educational programs that will—

a. Promote the concept of the interdependence of humanity and nature

b. Develop an awareness of the effects of past, present, and future population growth patterns on world civilization, human survival, and the environment

c. Promote an understanding of the necessity to protect endangered, threatened, and rare species

d. Promote an understanding of the necessity to protect the earth's finite resources

e. Promote the concept of pollution reduction.

The Association urges its affiliates to support environmental programs in school systems for learners of all ages. (73, 85)

A-25. Arbor Day

The National Education Association believes that Arbor Day should be appropriately observed each year in every state. The Association urges its state and local affiliates to encourage their governors and mayors to declare the appropriate day each year as Arbor Day. Appropriate activities such as essay contests and tree plantings should be a part of this observation in each school. (88)

A-26. Preservation of Our Heritage

The National Education Association believes in the preservation of historically significant lands and structures for the purpose of preserving our American heritage. (88)

A-27. Energy Programs

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation.

The Association urges its affiliates to support legislation that would ensure the operation of public schools during the school year and encourages the use of new energy sources and efficient design in school renovation and construction.

The Association encourages its local affiliates to support efforts to develop conservation awareness and school building energy audit programs. It urges the support of programs to investigate energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools. (77, 85)

A-28. Hazardous Materials

The National Education Association believes that students and staff must be protected from the hazards of dangerous chemicals and other materials, such as asbestos, used in construction and maintenance of educational facilities and used in classroom teaching. The Association believes that school employees should be assisted in the identification, proper storage, and safe disposal of hazardous materials.

The Association urges that standards and safeguards be established and programs for the prevention and elimination of health hazards be enacted by the appropriate school governing body after input from the local association. It further urges its affiliates to support state and federal legislation and funding that would set health and safety standards. These standards shall include screening and monitoring of respiratory ailments of students, school employees, and their families. Said legislation shall require regular inspections by licensed personnel of the Environmental Protection Agency to ensure that all standards are met, including the processes of cleanup and removal, and shall prescribe penalties for noncompliance by school governing bodies. (78, 88)

A-29. Radiation and Chemical Pollution

The National Education Association urges the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution. All such standards must include provisions for strict monitoring in the proximity of school facilities.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power and the problems of nuclear waste disposal.

The Association further urges the development and utilization of new technologies that will provide for the safe transport and disposal of nuclear and chemical wastes.

The Association further believes that the people of a state should make the final determination as to whether or not nuclear waste shall be buried within their state boundaries. If geological and other studies indicate that states contiguous to the disposal site could be directly affected, then all the affected states should make the final determination. (79, 86)

A-30. Nuclear Power Plants

The National Education Association believes that nuclear power plants are potentially hazardous to the health of children, school personnel, and the community. Therefore, the Association urges its members to work with local community groups and power companies to find alternatives to the construction of new nuclear power plants as well as to require strict monitoring of those nuclear power plants currently in operation.

The Association further believes that teachers and other school personnel must be involved in the development of emergency plans in case of accidents involving nuclear reactors and/or radioactive materials. All school personnel must receive copies of these plans as they would pertain to their schools. The Association urges its affiliates to work for cooperation and planning among neighboring school districts, communities, and states.

Emergency plans must include, but not be limited to, comprehensive alerting and communications systems, predetermined escape routes and alternatives, training for all involved school personnel, and regularly scheduled practice drills. (82, 86)

A-31. Organizations of Other Nations

The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69, 86)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Instructional Excellence

The National Education Association believes that a prime responsibility of the Association and its affiliates is to encourage ongoing improvements in the quality of instruction. The primary authority to recommend instructional improvements should lie with the teachers through a democratic decision-making process. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist in this process.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions.

The Association recommends that writers, publishers, and producers provide materials that have been field tested in classroom situations and proven effective. (69, 86)

B-2. Higher Education Research and Study Grants

The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies.

The Association believes that the process of study and research grants provided should influence neither undergraduate nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums.

The Association further believes that academic freedom applies to research and the dissemination of research results. (85)

B-3. Evaluation and Promotion in Higher Education

The National Education Association affirms the importance of teaching in institutions of higher education and believes, therefore, that research and publication ought not to be the only criteria on which higher education faculty are evaluated and/or promoted.

The Association further believes that its higher education members must be allowed to determine through the collective bargaining process the methods by which they are evaluated and promoted. (86)

B-4. Need-Based Funding in Higher Education

The National Education Association believes that funding based only on enrollment discourages long-range planning and constrains the ability of colleges, community colleges, and universities to offer high-quality education. The Association supports funding programs in higher education based on student need and enrollment. (86)

B-5. Foreign Language Education

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.

The Association supports the maintenance of current programs and the further encouragement and development of foreign language instruction and international studies at all educational levels.

The Association recognizes the need for teacher training programs for foreign language teachers and supports teacher and student exchange programs. (81, 85)

B-6. American Indian/Alaska Native Education

The National Education Association recognizes that the complex and diverse needs of American Indian/Alaska Native children require the direct involvement of parents, Native educators, tribal leaders, and other Native groups in developing programs that preserve the rich heritage of their cultures.

The Association believes that adequate federal funding for American Indian/Alaska Native education must be provided to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives—provided that such programs are voluntary. Any termination of federal support as either a direct or an indirect result of efforts to extend self-determination is opposed.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators

b. Involvement of American Indians/Alaska Natives in teacher training programs dealing with cultural pluralism and native values

c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students

d. Participation by American Indians/Alaska Natives in NEA conferences and leadership training programs

e. Coordination with American Indian/Alaska Native organizations and concerned agencies that promote the values, heritage, language, culture, and history of the American Indian/Alaska Native people.

f. Opportunities for higher education for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

h. Involvement of American Indians/Alaska Natives in lobbying efforts for federal programs

i. Instruction in treaty rights and traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives

j. Control of Native lands by American Indians/Alaska Natives. (76, 88)

B-7. Chicano-Hispano Education

The National Education Association recognizes that the complex and diverse needs of Chicano-Hispano children require the direct involvement of Chicano-Hispano educators, parents, and community leaders in developing programs that meet the cultural, language, and learning characteristics of these children.

The Association supports efforts that provide for—

a. The recruitment, training, and employment of bilingual teachers and counselors to meet the needs of Chicano-Hispano children

b. Federal and state programs establishing educational opportunities for Chicano-Hispano children

c. Federal and state grants and scholarships that will facilitate the entry of Chicano-Hispano students into the teaching profession.

The responsibility for developing and implementing programs for Chicano-Hispano children should be realized by state and local agencies, regardless of the availability of federal funds. (72, 87)

B-8. Asian and Pacific Islander Education

The National Education Association recognizes that the complex and diverse needs of Asian and Pacific Island children require the development of programs that preserve the rich heritage of their cultures. It believes that adequate federal funding must be provided for the—

a. Development of curriculum and instructional materials

b. Dissemination of programs and information

c. Preservice and continuing education of teachers

d. Education of Asian and Pacific Island adult refugees.

The National Education Association supports the celebration of Asian/Pacific Heritage Week and encourages opportunities to preserve, promote, and perpetuate Asian and Pacific Island heritage and culture. (79, 88)

B-9. Black American Education

The National Education Association recognizes that the complex and diverse needs of Black American children require the direct involvement of Black American educators, parents, community leaders, and groups to assure the development of adequate and equal educational programs.

The Association supports efforts that provide for—

a. Celebration of Black History Month as a means of acknowledging the contribution of Black Americans to the history and development of these United States

b. Recognition of Black educators as role models

c. State and federal funding of scholarships to facilitate the entry of Black students into the teaching profession

d. Passage of state and national legislation to promote the preservation of Black heritage and culture

e. Involvement of Black educators in developing educational materials used in classroom instruction

f. Dissemination of information and programs that include the values, heritage, language, culture, and history of the Black American

g. Development of athletic programs that promote educational excellence, not just athletic power

h. Opposition to the resegregation of the public schools through special classes

i. Hiring and promotion of Black educators in positions at all levels of the education profession. (81, 87)

B-10. Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in gender-free career awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers, including small business management and self-employment. The Association and its affiliates should be encouraged to provide professional development experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 85)

B-11. Youth and Adult Training Programs

The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, agriculture, and community-based groups in youth and adult employment and training programs. The Association further believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools.

The Association further believes that the use of funds for and duration of these programs should be flexible in order to accommodate the differing learning needs of students. The amount of funding should be predictable in order to facilitate year-to-year planning. These programs should provide opportunities for women, the handicapped, and ethnic minorities in nontraditional occupations. (80, 87)

B-12. Sexism in Education

The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present.

The Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. It urges educators to use instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum. (75, 85)

B-13. Energy Education

The National Education Association supports educational programs that increase understanding of energy, alternative energy sources, and energy conservation.

The Association urges its affiliates to support a National Energy Education Day and to encourage energy education programs at all levels. (85, 86)

B-14. Nonviolence in Schools

The National Education Association believes that school employees and students should be safe from violence. The Association urges the appropriate agencies—including public safety agencies, school administrators, and local, state, or national governments—to use their authority to prevent violence in schools and in society so that children can live in a safe environment. (86)

B-15. Educational Bureaucracy

The National Education Association is committed to improving direct student instruction. The Association believes that the expanding educational bureaucracy severely limits optimal classroom instruction. The Association urges its affiliates to work toward a teacher-controlled educational system and thereby reduce this bureaucracy. (77, 86)

B-16. Business Support for Public Education

The National Education Association believes that the business community should play a cooperative role with the Association in the support of public education.

The Association urges local affiliates to develop strong coalitions with the business community to advocate adequate and stable tax funding for public education. In addition, the Association welcomes supplementary activities such as cooperative programs, resource assistance, release of employees for parent-teacher conferences, and the donation of specialized equipment from the business community. (84, 86)

B-17. Technology in the Educational Process

The National Education Association recognizes the advancement and application of instructional technology and high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society.

The Association believes that—

a. All education employees must be afforded the opportunity to explore the potential of emerging technology and must have access to necessary materials for managing and advancing instruction.

b. Teachers must be involved in all aspects of technology utilization, including planning, implementation, and evaluation.

c. Teacher preparation in instructional technology must begin in college and university programs and extend through continuing opportunities for professional development.

d. Students must become aware of the social and economic impact of technology and must be provided with access to and instruction in the use of such technology.

e. All students and staff should have an understanding of copyright law and the responsible use of technological materials.

f. Instructional technology should be used to support, but not supplant, the classroom teacher. (81, 86)

B-18. Labor Movement Education

The National Education Association believes that the influence of the labor movement and unionism on the growth of the United States should be an integral part of the curriculum in our schools.

The Association urges teachers, curriculum committees, and authors to include material that accurately presents the important contributions to our country's history and growth that have been provided by the unions involved in the labor movement and the individuals who led that movement. (88)

B-19. Metric System

The National Education Association supports the adoption of the International System of Units (SI metric system). The Association urges that the SI system be taught at all educational levels. (69, 86)

B-20. Basic Financial Support of Public Education

The National Education Association believes that to achieve its commitment to equal educational opportunity for all and to ensure fair tax practices for all citizens, public education must be supported from public tax sources. Therefore, it seeks support in accordance with the following principles:

a. An increasing portion of public funds should be for direct instruction of the student.

b. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

c. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

d. Tax revision favorable to public education should be encouraged and continually reviewed at every governmental level.

e. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.

f. The state and local share of finance must be derived from a tax system that is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

g. Programs, where appropriate, must make adequate provision for research and development and for promoting improvement in education practice.

h. Funds must be provided for programs to alleviate race and sex discrimination and to reduce portrayal of race and sex stereotypes in the public schools.

i. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.

j. Public funds shall not be expended in institutions where either specific programs or the institution has been found guilty of discrimination.

k. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged. (77, 86)

B-21. Funding for Education Legislation

The National Education Association urges that funds be provided for the full implementation of legislation it supports to enhance public schools and the students they serve. (78, 85)

B-22. Federal Impact Aid

The National Education Association is concerned about inadequate funding to maintain quality education for children in school districts impacted by federal policies, activities, and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of severely impacted school districts, ensuring federal support at least to the degree that their local revenues are impaired or their costs increased.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not

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affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 85).

B-23. Financial Crisis

The National Education Association believes that free public education is in a financial crisis due to declining enrollment and/or shifting priorities. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 85)

C. PROMOTE THE HEALTH AND WELFARE OF CHILDREN AND/OR STUDENTS

C-1. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to free inquiry and expression; due process; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wages; and equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (69, 86)

C-2. Homework

The National Education Association supports the assignment of homework as one means of reinforcing and furthering classroom instruction and learning.

The Association believes that the type and the amount of homework assigned should be appropriate to a student's developmental level. (85, 88)

C-3. Early Childhood Development and Kindergarten

The National Education Association supports the inclusion of prekindergarten childhood education programs within the public school system. These programs should include prekindergarten screening, child care, child development, appropriate developmental curriculum, and special education. The Association further supports kindergarten programs that are developmentally appropriate and that adequately prepare the child for transition into first grade. The Association urges that federal legislation be enacted to assist in funding and organizing the implementation of such programs.

The Association believes that early childhood programs must be staffed by trained and certified/licensed personnel and trained support staff. It supports training programs that will lead to credentials consistent with the educational standards in each state. The Association recommends that minorities, the poor, and the elderly be recruited to work in such programs.

The Association advocates the establishment of fully funded, early childhood special education programs. These programs should be readily accessible, make available those services necessary to assist handicapped children from birth, and be staffed by certified teachers, qualified support staff, and therapists.

The Association urges its affiliates to seek legislation to ensure that early childhood developmental programs offered primarily through the public schools be fully funded and available on an equal basis and culminate in mandatory kindergarten with compulsory attendance. The Association supports regulations requiring students starting kindergarten to have reached five years of age by September 1 of that year. (75, 88)

C-4. Middle School and Junior High Programs

The National Education Association recognizes the special needs of the early adolescent.

The Association encourages the development of curriculum, guidance and counseling programs, health services, and preservice and professional development programs for these levels. (76, 85)

C-5. High School Equivalency Testing

The National Education Association supports the concept of a high school education for all youth.

The Association believes in the value of academic preparation, school attendance, and social interaction for meeting the requirements of high school graduation. The Association is concerned about the misuse of high school equivalency testing and its negative impact on secondary education. The Association recognizes, however, that in some instances the use of high school equivalency tests is acceptable when the best interests of the students are served.

The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76, 85)

C-6. Standardized Testing of Students

The National Education Association believes that standardized tests can be a useful student evaluation method. Standardized tests are most reliable and useful when tests are developed, administered, and interpreted by trained personnel and when the test results are received in time to facilitate modification of the instructional program. The Association urges the continued monitoring of standardized tests to assure that they shall be bias-free.

The Association urges its affiliates to guard against any misuse of standardized tests.

The Association strongly supports the concept of truth-in-testing and recognizes it as an important step for bringing about test reform. The Association urges adoption of procedures that allow each test taker to request a post-test review of all standardized test questions, scores, and rationale for the correct answers. (78, 85)

C-7. Higher Education

The National Education Association supports higher education as an essential part of the education process. The Association believes that postsecondary education serves an invaluable function for intellectual development, for research and scholarship, for career preparation, and for preparation for life. The Association supports access to collegiate programs for all qualified students without regard to age, sex, race, military registration status, or ability to pay. The Association further supports fully funded, guaranteed student loan programs.

The Association believes that clear admission and graduation standards, careful student counseling, tutorial and other support services, the right to complete coursework during or after the quarter/semester missed due to documented extended illness, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees. (80, 88)

C-8. Credit-Hour Evaluation

The National Education Association believes that the different methods of assigning credit hours as used by the nation's colleges and universities often cause difficulties in the evaluation of transcripts. The Association therefore urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (77, 86)

C-9. Student Health and Personnel Services

The National Education Association believes that every student should have direct and confidential access to health, social, and psychological services within both school and community settings.

The Association also believes that health, social, and psychological services to children must be provided by appropriately licensed and certificated professional personnel in both settings.

The Association further believes that these services dealing with children's physical, mental, and psychological well-being are best delivered when there is coordination within the school, as well as among the school, home, and community.

These services must include—

a. Preventative programs to promote optimum wellness in physical, social, and emotional health to allow for the maximum level of school performance

b. Programs for early identification and diagnosis of health and/or learning disabilities

c. Programs--such as direct services within the schools and referrals to and coordination with community and local governmental agencies--that work to resolve identified disabilities

d. Programs that promote health awareness for students, school employees, parents, and community

e. Programs taught by specialists that include health education and physical education commensurate with maturation levels of children

f. Comprehensive school-based, community-funded student health care clinics that provide basic health care services (which may include diagnosis and treatment) to supplement, but not supplant, school nurses.

The Association urges that, if deemed appropriate by local choice, these health care services include family-planning counseling and access to birth control methods and instruction in their use, and that school nurses be integrally involved in the design, development, and implementation of the clinic, serving as the nursing professional in the school-based clinic model.

The Association further believes that schools must assume an advocacy role for those students affected by circumstances that prevent them from functioning adequately in educational settings.

The Association urges its affiliates to monitor relevant legislative issues. (69, 88)

C-10. School Counseling Services

The National Education Association believes that guidance and counseling services should be integrated into the entire education system, beginning at the prekindergarten level.

Guidance and counseling services should be provided through counselor/student ratios that best support students in realizing their full potential in all areas of growth and achievement. (87)

C-11. Student Sexual Orientation

The National Education Association believes that all persons, regardless of sexual orientation, should be afforded equal opportunity within the public education system. The Association further believes that every school district should provide counseling for students who are struggling with their sexual/gender orientation. (88)

C-12. Student Stress

The National Education Association believes that there are increasing mental, emotional, and environmental pressures upon the children of this nation. These pressures—resulting in increased drug and alcohol abuse, violence, vandalism, dropping out of school, and suicide among children—speak clearly to the waste of human potential.

The Association urges its local and state affiliates to support appropriately accredited and licensed mental health and aftercare programs for students and to provide staff development workshops for personnel in direct contact with these students.

The Association further urges local and state affiliates to seek legislative support and publicity for these programs. (80, 87)

C-13. Programs Before and After School

The National Education Association believes that all children need adequate adult supervision and guidance before and after school hours.

The Association recognizes that some children have limited or no adult supervision before and after school and urges that local, state, and/or national programs, provided by qualified and trained personnel, be developed to assist these children.

The Association believes that such programs should include opportunities to participate in study-skill sessions, counseling, and guidance in addition to recreational activities. (83, 87)

C-14. Athletic Programs

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff be allocated equally between female and male programs. (74, 86)

C-15. Extracurricular Participation

The National Education Association urges K-12 schools, colleges, universities, and parents to accept their educational responsibilities to student athletes and participants in other extracurricular activities. Exploitation of these students for economic and/or personal gain is deplorable.

The Association urges the adoption of fair and reasonable eligibility requirements for student participation in athletics and other extracurricular activities. To promote the continuance of academic success, student progress should be monitored frequently. The successful completion of an academic program is the first priority for all students. (84, 88)

C-16. Time To Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association believes that—

a. Student absences from school have adverse effects on program continuity, academic achievement, and mastery by the student.

b. Excessive or unusual working hours are detrimental to a student's attention span and academic achievement. The child labor laws, as structured by the Fair Labor Standards Act, must be monitored, enforced, and strengthened by local, state, and national governing bodies. (79, 85)

C-17. Extracurricular Funding

The National Education Association believes that every student must have an opportunity to participate in school-sanctioned and funded extracurricular programs.

The Association urges that equitable funds for transportation, facilities, equipment, and remuneration of staff be provided for all school-sanctioned extracurricular activities. (75, 86)

C-18. Transfer of Student Records

The National Education Association believes that the current mobility of the American society dictates the need to expedite confidential informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process that protects the rights of students and facilitates the continuity of their education. (80, 86)

C-19. Discipline

The National Education Association believes that effective discipline is essential in promoting optimum learning. Effective discipline enhances high expectations and quality instruction, thereby promoting self-control and responsible behavior in students.

The Association also believes that corporal punishment should not be used as a means of disciplining students.

Boards of education in conjunction with local affiliates should develop policies and standards that provide the necessary administrative support to school employees for the maintenance of a positive school environment. However, the Association condemns the misuse of discipline to push out students.

The Association believes that its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, educational support personnel, parents, students, and the courts will be involved in identifying effective disciplinary techniques.

The Association supports the right of all students to due process and an orderly learning environment. (75, 87)

C-20. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping every student perceive the cultural diversity of U.S. citizenry so that children of many races may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to develop comprehensive educator training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs. (81, 88)

C-21. Vocational Education

The National Education Association believes that preparation of students for vocations and productive jobs should be a responsibility of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be coordinated with traditionally academic courses and existing industrial and practical arts education courses. (76, 86)

C-22. Driver Education

The National Education Association believes that fully funded classroom and behind-the-wheel driver education courses taught by a certified teacher should be part of the basic education of all students.

The Association urges its affiliates to support legislation that requires these courses in the curriculum. (80, 86)

C-23. Fine Arts Education

The National Education Association believes that artistic expression is basic to an individual's intellectual, aesthetic, and emotional development. The Association therefore believes that every elementary and secondary school curriculum must include a balanced, comprehensive, and sequential program of fine arts instruction taught by educators certified in those fields.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of a fine arts program in the curriculum. (80, 87)

C-24. Conflict Resolution Education

The National Education Association believes that many television programs, movies, computer games, and other cultural influences condition children and youth to accept interpersonal and societal violence as a means of resolving conflicts.

The Association further believes that such conditioning has a negative impact on the attitudes and behavior of many young people and offers them a socially unacceptable response to conflicts.

The Association supports the development of strategies, instructional materials, and activities that will encourage nonviolent resolution of interpersonal and societal conflicts. (86)

C-25. Law-Related Education

The National Education Association supports law-related education as an integral part of the curriculum within the public schools.

The Association encourages teachers, lawyers, court personnel, and others to work together to develop appropriate materials, including information about the justice system and constitutional issues, in order to teach students to be responsible citizens. (84, 87)

C-26. Family Life Education

The National Education Association believes that the developing child's sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, and social health and that the public school must assume an increasingly important role in providing the instruction. Teachers must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

The Association urges that formal sex education should include parent orientation and be planned and implemented with careful attention to developmental needs, appropriateness to community settings and values, and respect for individual differences.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control and family planning, parenting skills, prenatal care, sexually transmitted diseases, incest, sexual abuse, sexual harassment, the effects of substance abuse during pregnancy, and problems associated with and resulting from preteen and teenage pregnancies.

To facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality. (69, 88)

C-27. Alternative Programs for At Risk and/or Special Needs Students

The National Education Association recognizes that there must be increased development and maintenance of alternative programs to meet the needs of several groups of students. Among these groups are displaced students of desegregated districts; pushouts; disruptive students; disabled readers; gifted, talented, and creative students; students of low academic ability; underachievers; students socially promoted; pregnant students and teenage parents; homeless students; students at risk; and students who do not qualify for or have no desire to pursue a college program. The Association urges increased support for the identification of these students.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing the objectives and evaluations and working with appropriate school and community personnel to execute these objectives and evaluations.

The Association supports the efforts of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association supports any federal legislation and further encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading, speech, language, learning disabilities, or related problems to be licensed under regulations of each state's department of public instruction or other appropriate agency. (77, 88)

C-28. Discriminatory Academic Tracking

The National Education Association believes that the use of discriminatory academic tracking based on socioeconomic status, race, or sex must be eliminated in all public school settings. The Association urges its affiliates to oppose these practices. (88)

C-29. Gifted, Talented, and Creative Students

The National Education Association believes there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association recognizes its responsibility to aid educators in selecting reliable methods of identifying and teaching these children, such identification to include children from all socioeconomic and ethnic minority groups. The Association also believes that training programs in gifted and talented education must be provided for appropriate school employees.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special need areas are met. (80, 88)

C-30. Educational Programs for Limited English Proficiency Students

The National Education Association believes that limited English proficiency (LEP) students must have available to them programs that address their unique needs and that are committed to providing equal opportunity to all students, regardless of their primary language.

The Association urges that the programs for LEP students emphasize English proficiency as a primary goal to enable these students to function in an English-speaking society.

The Association believes that LEP students whose primary language is other than English should be placed in bilingual, transitional, or maintenance programs. If none of these programs is available, LEP students should be taught in English-as-a-second-language (ESL) programs designed to meet their specific needs. LEP students should not be enrolled in special education classes because of linguistic differences.

The Association supports federal and state legislation that would require and fully fund all instructional materials, resources, and programs for LEP students as well as the preparation of education personnel to work with these students.

The Association further believes that when there is a state, federal, or district mandate that requires a teacher to be retrained to work with LEP students in order to maintain his/her teaching position or credential, it is the responsibility of the mandating agency to provide released time for such training, compensate the teacher at the teacher's hourly rate of pay, and provide funds for the cost of tuition, textbooks, and travel. (81, 88)

C-31. Education for All Handicapped Students

The National Education Association supports a free, appropriate public education for all handicapped students in a least restrictive environment, which is determined by maximum teacher involvement. However, to implement federal special education legislation effectively, the Association recognizes that—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both the handicapped and the nonhandicapped student.

b. Suspension and expulsion policies and practices used by local education agencies must be applied consistently to both handicapped and nonhandicapped students where misconduct is

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shown to be unrelated to either the handicapping condition or to improper placement.

c. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for the handicapped.

d. All staff must be adequately prepared for their roles through professional development programs.

e. The appropriateness of educational methods, materials, professional development, and supportive services must be determined in cooperation with classroom teachers.

f. Classroom teachers must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.

g. Limitations must be made in class size, using methods such as weighted formulas, modified scheduling, and/or curriculum design to accommodate the demands of each individualized education program.

h. A plan recognizing individual differences must be used in a systematic evaluation and reporting of program development.

i. Both regular and special education classroom teachers must have a major role in determining individual education programs.

j. Adequate released time or funded additional time must be made available so that teachers can carry out the increased demands placed upon them by federal special education legislation.

k. Staff must not be reduced.

l. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.

m. Communications must be maintained among all involved parties.

n. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.

o. Individualized education programs should not be used as criteria for the evaluation of teachers.

p. Teachers, as mandated by law, must be appointed to local and state advisory bodies on special education.

q. Teachers must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services on-site visits to states. Teachers should be invited to these meetings.

r. Incentives for teacher participation in professional development activities should, as mandated by law, be made available for teachers.

s. Local associations must be involved in monitoring school system compliance with federal special education legislation.

t. Student placement must be based on individual needs rather than on space availability.

u. Classroom teachers who serve the handicapped child must have scheduled access to resource personnel. (78, 88)

C-32. Education for Homeless Children

The National Education Association believes that education must be provided for all children, including those without a permanent legal address.

The Association advocates the right of all students to an education, adequate housing, and health care.

The Association recognizes the need for cooperation between school and community groups in meeting the needs of homeless children.

The Association urges its affiliates to seek legislation to ensure equal educational opportunities for all children. (88)

C-33. Homebound Instruction

The National Education Association believes that the diverse educational needs of all students must be met. Homebound students must have programs developed and maintained by state or local education entities. These programs must be implemented, documented, and monitored by licensed education professionals. The curriculum must be approved by the state education agency and be comparable to the classroom instruction. Such approved courses must be transferable as graduation requirements for the participants. (88)

C-34. Home Schooling

The National Education Association believes that home schooling programs cannot provide the child with a comprehensive education experience.

The Association believes that, if parental preference home schooling study occurs, students enrolled must meet all state requirements. Instruction should be by persons who are licensed by the appropriate state education licensure agency, and a curriculum approved by the state department of education should be used.

The Association further believes that such home schooling programs should be limited to the children of the immediate family, with all expenses being borne by the parents. (88)

C-35. Correspondence Programs

The National Education Association believes that state and local school correspondence programs that are funded by state or local school districts must be implemented by licensed professionals. These alternative programs must use a curriculum approved by the state education agency. A student's progress must be documented and monitored by a licensed educator. Such approved courses must be transferable as graduation requirements for the participant. (88)

C-36. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has detracted from the potential of a broadly distributed group to contribute fully to our total society.

The Association recommends that instruction be given to hearing students that will help them understand the unique needs of all hearing impaired students and will help hearing students communicate with hearing impaired students. (74, 85)

C-37. Left-Handed Students

The National Education Association believes in meeting the needs of all students in the public schools, including left-handed students. Toward this end, the Association and its affiliates urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for left-handed students to achieve on an equal basis with right-handed students. (79, 86)

C-38. Education of Migrants

The National Education Association is concerned with the plight of migrant workers, particularly with the education of migrant children who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association advocates the implementation of bilingual/bicultural programs and remedial instructional programs that address the individual instructional needs of migrant children in the United States, regardless of the availability of federal and state funds to support such programs. (75, 86)

C-39. Education of Refugee Children and Children of Undocumented Aliens

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children and children of undocumented aliens.

The Association urges that such impacted school districts receive federal and state assistance to provide educational facilities, personnel, special programs, and instructional materials.

The Association believes that an environment free from harassment for these children should be assured by local, state, and federal authorities. (80, 86)

C-40. School Transportation

The National Education Association believes that free transportation should be provided for all public school students residing beyond a reasonable and safe walking distance from their assigned schools.

The Association believes that all aspects of transporting students require close scrutiny. It also believes that overcrowding of buses must be prohibited and that safety requirements for buses and other designated school vehicles must be stringently enforced. Yearly bus evacuation drills for all student passengers should be mandated. Appropriate health and safety training must be provided for all school bus personnel.

School bus personnel should be utilized to transport students at all times. No other school employees should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 86)

C-41. AIDS Education

The National Education Association recommends that educational institutions establish comprehensive acquired immunodeficiency syndrome (AIDS) education programs as an integral part of the school curriculum. AIDS education must include education about all means of transmission, including sex and intravenous (IV) drug use. Information on prevention options must include abstinence and medically accepted protective devices. Instruction in decision-making skills to assist students in correlating health information and personal behavior is essential.

The Association believes that proper implementation of these programs requires educational employee training and input. The Association further believes that these programs should be presented by properly licensed/trained personnel and should be planned with the input of parents and other community representatives. (87, 88)

C-42. AIDS/HIV Testing of Students

The National Education Association opposes mandatory/involuntary acquired immunodeficiency syndrome/human immuno virus (AIDS/HIV) testing of students except where legally defined probable cause exists. (87, 88)

C-43. Admission of Students with AIDS

The National Education Association supports establishing local policy that ensures a free, appropriate public education for all students with acquired immunodeficiency syndrome (AIDS) in a least-restrictive environment.

The Association believes that the placement of children in school should be made on a case-by-case basis by a team composed of qualified health care professionals, school officials, representatives of the local association, the child's physician, and the child's parent or guardian. (87, 88)

C-44. Substance Abuse

The National Education Association is concerned about the individual and societal problems that underlie psychological and physiological drug—including alcohol and tobacco—dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs but should also include prohibition of the production, sale, and distribution of drug paraphernalia, and the improvement of drug rehabilitation programs.

The Association urges its affiliates to support legislation mandating drug rehabilitation programs for any violation or conviction, whether civil or criminal, resulting from the possession or use of a controlled substance.

The Association discourages the use of marijuana, except for prescribed medical purposes, and believes that severe penalties for its production, distribution, and sale should be strictly enforced.

The Association supports strict enforcement of the legal drinking age and the laws governing the sale of alcoholic beverages in each state and supports federal legislation to establish a uniform legal drinking age of 21.

The Association supports the development and strict enforcement of policies/laws concerning possession or use of tobacco products by students on school premises. (72, 88)

C-45. Alcohol Advertising

The National Education Association believes that alcoholic beverages and their use should not be advertised on television or radio. (88)

C-46. International Drug Trade

The National Education Association believes that the international, national, and local drug trade and the money it generates are harmful to our nation and to the youth of our nation.

The Association further believes that its affiliates should advocate for and participate in the development of appropriate educational experiences to educate students about the serious effects of participating in any aspect of the illegal drug trade. (88)

C-47. Drug and Alcohol Testing of Students

The National Education Association believes that mandatory drug and alcohol testing of students without probable cause is an unwarranted and unconstitutional invasion of privacy and opposes such testing.

The Association further believes that parents of students suspected of abusing drugs and alcohol must be notified immediately and that support services must be made available. (87)

C-48. Lifesaving Techniques

The National Education Association advocates the training of students and school employees in basic emergency lifesaving techniques. The Association urges the inclusion of this training in the school curriculum. (82, 86)

C-49. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines that require that all camp personnel be qualified and trained for their areas of responsibility. (76, 87)

C-50. Family Stability

The National Education Association recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for marriage, parenting, and the care of older-generation family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81, 86)

C-51. Family Stability for Children

The National Education Association believes that it is in the best interest of all children to live in a secure and stable family environment. Every effort should be made to provide a family with the supportive services it needs to allow it to stay together and care for the child in a safe, nonabusive, and nurturing environment. The Association urges its affiliates to support legislation that recognizes and promotes this concept.

If a child's own family is unable to care for him or her, the Association believes that—

a. The child may need temporary foster care while, at the same time, efforts are made to work with the family toward reunification with the child. The Association supports—

(1) Screening and training of potential foster families

(2) Continued training and supervision of families providing foster care

(3) Auxiliary services, including therapy, for children who need them

(4) Ongoing communications of pertinent information between the social service agency and school personnel when appropriate

(5) Protection and counseling for the child who has been abused

(6) Adequate financial support to foster care providers that reflects both the needs of the child and the importance of the care.

b. Parents who place children in foster care must be accountable for their efforts to rehabilitate themselves and indicate, through their actions, that they are working toward the return of the child to the home. When a child is placed in temporary foster care, every effort should be made to ensure the child's stability of educational environment by minimizing changes in the schools attended.

c. If it becomes clear that a family is not able to make a home for a child and is unable to resume parenting, a child should not be permitted to remain in temporary care, and efforts should be made for the legal release for adoption. To expedite the location of a permanent adoptive family for the child, it is recommended that after 90 days the child should be registered with an agency such as the National Adoption Center. (84, 86)

C-52. Adolescent Pregnancy and Parenting

The National Education Association believes that with the increased number of adolescent pregnancies and adolescent parents, special efforts must be made by school districts to meet the needs of these students to live productive lives in our society.

The Association recommends that special adolescent programs be implemented to include—

a. Flexible scheduling and attendance policies to assist pregnant adolescents and adolescent parents in completing their education

b. Adequate guidance in continuing education and productive employment

c. Promotion of sound health principles regarding nutrition, substance abuse, exercise, family planning, and parenting skills

d. Establishment of on-site child care services.

The Association further believes that adolescent mothers and adolescent fathers should not be discriminated against or denied equal educational opportunities. (87)

C-53. Protection of Handicapped Infants

The National Education Association believes that infants born with mentally and/or physically handicapping conditions are entitled to receive ordinary medical care. (85)

C-54. Day Care

The National Education Association urges educators, parents, and social service agencies jointly to examine and monitor day care centers for adequate facilities, proper supervision, appropriate education programs, and professional personnel who are qualified, screened, and trained for their areas of responsibility.

The Association encourages its affiliates to seek legislation governing day care center facilities, personnel, and programs. (84, 86)

C-55. Child Support Payments

The National Education Association supports efforts on the part of local, state, and federal agencies to establish and enforce adequate child support guidelines and to upgrade the effectiveness of the courts in collecting designated child support. (83, 86)

C-56. Family Violence

The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services and further urges creation of additional support systems and shelters for families experiencing this problem. (78, 86)

C-57. Abduction of Children

The National Education Association believes that all children should be protected from abduction and its resultant consequences.

The Association and its affiliates should—

a. Heighten school personnel awareness of this problem through the development of workshops, lectures, and seminars

b. Encourage the development, endorsement, and use of materials to increase student awareness in dealing with abduction lures

c. Cooperate with community organizations and businesses to increase public awareness and understanding of child abduction.

The Association urges state and local affiliates to seek legislative support and publicity in addressing these problems. (84, 86)

C-58. Child Abuse, Neglect, and Exploitation

The National Education Association believes that all children should be protected from any form of child abuse, neglect, and exploitation and that all school personnel are in a position to observe and recognize abuse that has been inflicted on children. The Association deplores media exploitation, commercialization, and glamorization of physical, emotional, or sexual child abuse.

The Association urges its affiliates to—

a. Cooperate with community organizations to increase public awareness and understanding of child abuse, neglect, and exploitation

b. Encourage the development and use of materials to increase student awareness of child abuse, neglect, and exploitation

c. Encourage the development of preparation courses and professional development programs that stress the identification, reporting procedures, legal responsibilities, and techniques for dealing with abused, neglected, and exploited children

d. Encourage the development of educator awareness programs dealing with abused, neglected, and exploited children

e. Advocate for counseling from an outside community agency for any school employee accused of child abuse with emphasis upon the fact that such referral does not presume innocence or guilt. Additional counseling should be available for the innocent employee after the case is decided.

The Association and its affiliates urge the enactment of federal, state, and local legislation that would—

a. Provide school personnel reporting suspected child abuse, neglect, and exploitation immunity from legal action

b. Require school personnel to report to the appropriate authorities instances of suspected child abuse, neglect, and exploitation

c. Provide due process for school personnel accused of child abuse, neglect, and exploitation while performing their duties

d. Provide for protection of children from other children and/or family members. (74, 88)

C-59. Missing Children

The National Education Association believes that all available means must be utilized at once to locate missing children. The Association encourages local and state affiliates to work cooperatively with local programs and/or authorities to raise the public's consciousness about the missing-children crisis, including the dissemination of pictures and information about missing children to school employees.

To aid these investigations, the Association urges that the voluntary fingerprinting of children be conducted in a nonthreatening environment and that the completed fingerprint cards be given to the parent or guardian (81, 87)

C-60. Extremist Groups

The National Education Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools. It urges its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association. (80, 85)

C-61. Human and Civil Rights of Children and Youth

The National Education Association believes that the human and civil rights of children and youth must be protected.

The Association opposes the exploitation of children and youth under any circumstances. It condemns the use of children and youth by organizations, governments, and dissident political/military movements to advance their political objectives. It decries abuses of the rights of children and youth that may occur when governments suspend legal guarantees during times of political unrest and thereby subject young people to physical or mental abuse, violence, and unwarranted detention or incarceration.

The Association opposes the impress or acceptance of minors into the service of the armed forces of any government or into the service of revolutionary forces under any circumstances.

The Association further believes that children and youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers in such centers must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children and youth in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children and youth who are not charged with any offense in facilities with those persons who are charged with criminal offenses. There should be separate facilities for these detained minors.

The Association opposes the imposition of the death penalty or life imprisonment without parole on individuals whose offenses were committed prior to age 18. (88)

C-62. Youth and Gang-Related Activity

The National Education Association believes that illegal gang activity is symptomatic of limited economic and educational opportunities for urban youth. The Association supports collaboration among family, school, community, business, and law enforcement agencies in the effort to reduce gang-related crime.

The Association believes that the education community has a critical role in reducing gang-related crime. The Association supports education programs that promote positive self-image and academic success—such as dropout prevention/intervention, before- and after-school programs, and job training—particularly for at-risk students in areas where there is a high degree of gang activity.

The Association also believes that the business community has an important role in reducing illegal gang activity. The Association supports private sector programs that provide meaningful job opportunities for youths.

The Association believes that law enforcement agencies have a role in the reduction of gang-related crime, but that this role is supplementary to education and employment programs.

The Association further believes that it is the role of federal, state, and local governments to support the development and implementation of education and youth employment programs in helping to reduce illegal gang activity. (88)

C-63. Juvenile Offender Education

The National Education Association believes that juvenile offenders who are convicted of serious crimes and who are contained in detention centers should be provided a healthy environment conducive to positive social change.

The Association further believes that these children, while in this environment, should be provided with education programs that will enable them to become contributing members of society. Juvenile offenders who pose a threat to the health and safety of others and who are not placed in these centers should be provided education services in an alternative setting rather than the regular public school setting. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association supports the placement of children who are not charged with any offense or those who are status offenders in separate facilities from those persons who are charged with criminal offenses. (88)

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C-64. State Juvenile Codes

The National Education Association believes that a study of state juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association urges state affiliates to provide testimony at hearings and to support legislative changes that strengthen state juvenile codes. The Association further urges stringent enforcement of existing codes. (79, 86)

D. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

D-1. A Licensed Educator in Every Professional Position

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that each professional position, including early childhood development and other specialized and substitute positions, be filled by an educator who has completed a teacher preparation program in an accredited institution of higher education and holds the state license and/or appropriate state vocational license.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions, through the subcontracting of teaching and support services, through involuntary assignment out of field, or through the revision of school staff management under the guise of improving educational opportunity. (69, 88)

D-2. Teacher Evaluation

The National Education Association advocates a formal evaluation system for every teacher in every local school district because consistent evaluation of on-the-job performance is the only appropriate way to assess and assure the competency of practicing teachers.

An effective evaluation procedure, supported by well-developed, continued professional growth programs, will enable all teachers to keep abreast of developments in their area of specialization and to continue professional growth. Such procedures also can identify teachers with instructional deficiencies and provide them with remedial options, counseling, sufficient resources, and opportunities to observe other teachers. Regular assessment and supportive resources will ensure that those who continue to teach are competent. If after an evaluation process that follows all the above provisions of this resolution, and if after being given sufficient time and opportunity for improvement, a teacher is formally reevaluated and there is documentation of incompetence, dismissal proceedings with guaranteed due process should be instituted, provided that administrators/evaluators are properly trained and held accountable for the implementation of appropriate and fair evaluation systems.

A school district's evaluation procedure should be cooperatively developed and maintained in conjunction with representatives selected by the local association and should include—

a. Clear performance expectations

b. Regular observation of classroom performance, with advance notice and discussion of evaluation visits and a timely consultation after each visit

c. A written evaluation report provided to the teacher

d. Opportunity for a written response prior to the placement of the evaluation in the personnel file.

Participation in an evaluation process shall not waive a teacher's right to due process in any subsequent contractual or legal proceeding. (69, 87)

D-3. Competency Testing and Evaluation

The National Education Association believes that competency testing must not be used as a condition of employment, license retention, evaluation, placement, ranking or promotion of licensed teachers. The Association also opposes the use of pupil progress, standardized achievement tests, or student assessment tests for purposes of teacher evaluation. (69, 87)

D-4. Administrator Training and Evaluation

The National Education Association believes that administrators and staff are partners in the total school program. Administrators must maintain valid administrator licensure and have periodic teaching experience. Areas of training should include participatory decisionmaking, interpersonal skills, personnel selection, staff evaluation, curriculum, and school management techniques. Prior to credentialing, an administrator shall have served at least five years in a full-time teaching position.

The Association further believes that procedures for evaluation of administrators should include evaluations by the school employees under their direct supervision. If after being given assistance, sufficient time, and opportunity for improvement, an administrator is formally reevaluated and there is documentation of incompetence, dismissal proceedings with guaranteed due process should be instituted by the chief administrator, provided that administrators/evaluators are properly trained and held accountable for the implementation of appropriate and fair evaluation systems. (85, 88)

D-5. Class Size

The National Education Association believes that excellence in the classroom can best be attained by small class size, particularly in grades K-12, which allows for the optimum development of a student's potential. Class size and daily student-teacher contacts must allow for individual attention to each pupil. The Association urges its affiliates to seek an optimum class size of 15 students.

The Association believes that class size maximums must be established, with Association involvement, based on the type of students, subject area content, physical facilities, and other criteria. The Association further believes that local and state affiliates should seek the implementation of a weighted class size formula to reflect the inclusion of exceptional children.

The Association believes that periods of declining enrollment offer a particularly desirable time for local and state funding agencies to reduce class size.

The Association urges local and state affiliates to resist efforts to circumvent laws, regulations, and policies that mandate maximum class size and maximum teaching loads. (82, 86)

D-6. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; freedom from interruptions during instructional time; unencumbered planning time; time for implementation of federal and state legislative requirements; and elimination of the noninstructional tasks required of a teacher.

The Association believes that teachers need the freedom and flexibility to schedule time and design programs to meet the needs of students. (69, 85)

D-7. Teacher Preparation Programs: Entry

The National Education Association believes that its affiliates should continue to improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. Requirements for entry to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts and education), grade-point average, personal interviews, and recommendations of persons in related fields. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to inform teacher preparation institutions of projected needs by certification areas. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (70, 87)

D-8. Teacher Preparation Programs: Content and Evaluation

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

a. Involve practicing, licensed preschool through adult education teachers in the design, implementation, evaluation, and systematic change of the program

b. Involve students preparing to teach in the evaluation and improvement of the standards of the program

c. Involve teacher educators who are licensed and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching

d. Include a policy of affirmative recruitment

e. Include tests, reports, student teaching, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching

f. Include required courses in the liberal arts, subject or grade-level speciality, reading, research and information skills, methodologies pertinent to the instruction of the limited English proficiency student, and professional studies that include learning theories, curriculum design, and teaching techniques

g. Include training in student assessment, classroom management, discipline, group processes, the dynamics of intergroup communications, human growth and development, the changing role of the family, exceptional behaviors, and human relations

h. Include a variety of field experiences throughout the preparation program culminating in a practicum. (70, 88)

D-9. Teacher Preparation Programs: Student Teaching

The National Education Association believes that student teachers should be provided with legal status and liability protection.

The Association urges its affiliates to formulate standards for school systems that receive student teachers, including guidelines for cooperating teachers and college coordination of student teachers. Supervising or cooperating teachers in a student teacher program should have reduced teaching loads and be given a minimum established compensation. The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession.

The Association believes that the acceptance of student teachers should be on a voluntary basis. (70, 86)

D-10. Teacher Preparation Programs: Professional Participation

The National Education Association believes that its affiliates should take immediate steps to become involved in college and university committees that control teacher education programs. To this end, the affiliates should—

a. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations

b. Encourage students to join the Association

c. Recommend that advisors of the NEA Student Program be Association members

d. Support regulations that would place credentialed educators with teaching experience in decision-making roles in departments of education

e. Share in the responsibility for practicum experience with the public schools and the institutions that prepare teachers. (70, 85)

D-11. Participation in Professional Associations

The National Education Association believes that every educator has the right and obligation to participate fully in professional associations. The Association further believes that school policies should provide released time without loss of pay to educators who are fulfilling leadership responsibilities or attending professional meetings. Released time should be equitably provided, without preference given to administrative personnel. (86)

D-12. Professional Development

The National Education Association believes that professional development is necessary throughout the career of the school employee. Professional development might include, but not be limited to, continuing education courses, state/regionally developed professional development resource center programs, and local professional development and grant programs. The Association also believes that such programs should provide opportunities for school employees to gain the knowledge and skills they feel are important to their position, to the improvement of school programs, and to their performance as members of their profession.

The Association further believes that local professional development and grant programs should assure that appropriate school employees have a decisive voice at every stage of planning, implementation, and evaluation. The Association encourages its affiliates to develop strategies for the implementation of funded programs governed by the appropriate school employees. (76, 85)

D-13. Professional Development Resource Centers

The National Education Association believes that state/regional professional development resource centers provide an opportunity for school employees to share resources, experiences, and ideas for professional growth. The Association believes that these centers should be established in sufficient numbers to be accessible to all school employees.

The Association believes that members from the local associations should comprise a majority of the membership of the professional development resource center policy board.

The Association shall continue to seek federal funding for such resource centers and shall assist affiliates in obtaining state and local monies for professional development resource centers. (82, 85)

D-14. Mentor Programs

The National Education Association believes that professional peer support systems such as mentor programs, if or when adopted, should be utilized solely for the development of professional expertise. The Association believes that the planning, implementation, and evaluation of such programs must be cooperatively developed and negotiated with the local affiliate.

Qualifications of mentor teachers and the duties and responsibilities of all parties must be clearly defined and uniformly administered. Criteria for implementation must be left to the discretion of the planners of each program and participation must be voluntary. The state or local authority has the obligation to provide hold-harmless protection.

The Association also believes that mentor teachers must be compensated for all additional responsibilities and that the program must be fully funded by either the state or the local authority.

The Association further believes that the formative assistance provided by such programs must be independent of any summative evaluation. Any documentation that results from the mentor-mentee relationship must be confidential and must not be included in the participants' personnel files. (88)

D-15. Neurological Disorder Awareness

The National Education Association urges its affiliates to establish, by working with qualified health professionals, an in-service program that will increase educators' awareness of neurological disorders—and their symptoms—that may hinder students' learning capabilities. (87)

D-16. Teacher Exchange Programs

The National Education Association believes that in our rapidly changing global society both teachers and students will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to develop voluntary teacher exchange programs and to cooperate with governing boards to offer such programs within and among the states, among schools of federal agencies within and outside the United States, and abroad. (74, 86)

D-17. Intern Programs

The National Education Association believes that intern programs should be utilized solely for the development of professional expertise and not as a means of supplanting or reducing educational staff and/or budget.

The Association will assist affiliates in correcting any misuse of intern programs. (77, 86)

D-18. Mandated Standards for Educational Programs

The National Education Association believes that any mandated standards for educational programs should set only broad, general guidelines and should not be based on student achievement.

The Association also believes that such mandated standards should be established only in consultation with the NEA affiliate and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards. (77, 86)

D-19. Impact of Federal and State Legislative Mandates

The National Education Association believes that states are usurping the rightful role of schools and districts in the decision-making process. States are drifting toward centralized educational policymaking that focuses on narrow measures of accountability, mandated programs, and diminution of local control.

The Association urges its affiliates to express their concern to state and federal agencies about this loss of local autonomy. The Association also urges its affiliates to advocate viable alternatives that increase decisionmaking within the school and district.

The Association believes that federal and state legislative mandates regarding school programs should include impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them

b. Preservice training and professional development

c. Work load and additional compensation

d. Priorities within the curriculum

e. Written report requirements

f. All members of the education community. (79, 85)

D-20. School Libraries/Media Centers

The National Education Association believes that a comprehensive library/media program must be provided for each elementary and secondary school. This program should include printed and nonprinted resource materials, instruction in library research and information skills, certificated librarians/media specialists, and educational support personnel. (80, 88)

D-21. School Nurses

The National Education Association believes that all students should receive the immediate services of a professional school nurse. It urges affiliates to enroll school nurses in active membership and to seek legislation that provides certification and inclusion in collective bargaining agreements.

The Association believes that professional development programs should be available to all certified school nurses seeking to augment their skills in delivering health care services to the handicapped school-age population.

The Association also believes that the Office of Comprehensive School Health in the U.S. Department of Education should be responsive to the needs of school nurses. (80, 85)

E. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS AND OTHER EMPLOYEES IN THE EDUCATIONAL EFFORT

E-1. Selection of Materials and Teaching Techniques

The National Education Association believes that quality teaching depends on the freedom to select materials and techniques. Teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. Challenges on the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations that restrict the selection of a diversity of instructional materials or that limit educators in the selection of such materials. (69, 86)

E-2. Development of Materials

The National Education Association believes that publishing companies should involve public school teachers directly and meaningfully in the development of textbooks and/or other educational materials offered for adoption or purchase by public school districts. Materials in all subject areas should be age appropriate, be free of stereotypes, address divergent points of view, contain sufficient activities to teach the concepts, and provide for the evaluation of higher level thinking skills.

Where school districts involve teachers in the development of textbooks and other educational materials, teacher participation should be strictly voluntary and should be adequately compensated. (84, 86)

E-3. Instructional Materials and Teaching Techniques Challenges

The National Education Association recognizes that democratic values can best be transmitted in an atmosphere that does not restrain free inquiry and learning. It is essential that such a setting be free of censorship in order to ensure the academic freedom of teachers and students. The Association deplores book burning crusades and attempts to ban books from the school library/media center and school curriculum by pressure groups.

The Association urges its state and local affiliates to secure the adoption of policies and procedures that provide for the orderly consideration of instructional materials and techniques that are challenged. (82, 86)

E-4. Cultural Diversity in Instructional Materials and Activities

The National Education Association believes that educational materials and activities should accurately portray cultural diversity and contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association believes that educators and boards of education should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities. (69, 86)

E-5. Religious Heritage in Instructional Materials

The National Education Association believes that educational materials should accurately portray the influence of religion in our nation and throughout the world. (88)

E-6. Academic and Professional Freedom

The National Education Association believes that academic freedom is essential to the teaching profession. Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of view. Controversial issues should be a part of the instructional program when, in the judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of the student.

The Association also believes that professional freedom is essential to the teaching profession. Professional freedom includes the teachers' right to evaluate, criticize, and/or advocate their personal point of view concerning the policies and programs of the schools. Teachers also have the right to assist colleagues when their academic or professional freedoms are violated.

The Association further believes that legislation and regulations that mandate or permit the teaching of religious doctrines and/or groups that promote antipublic education agendas violate both student and teacher rights. The Association urges its affiliates to seek repeal of these mandates where they exist. (69, 86)

E-7. Evaluation of Student Learning

The National Education Association recognizes the need for ongoing comprehensive evaluation of student progress. Student learning must be assessed with measures directly linked to the lessons teachers teach and the materials teachers use.

The Association believes that the major purposes of such evaluations should be to—

a. Help students choose more wisely among options

b. Assist students in identifying their own strengths and weaknesses

c. Encourage the development of lifelong learning skills

d. Develop appropriate learning experiences for students.

The Association believes that teacher-developed tests, formal and informal observations, and student projects are effective evaluative measures—none of which should be used as the single evaluation score. All methods of evaluation shall be free of cultural, racial, and gender biases.

The Association recognizes, as an aspect of academic freedom, the right of classroom teachers to decide upon criteria for evaluating and assigning grades to students and believes that teachers shall have the final authority in all such evaluations. (81, 85)

F. PROTECT THE RIGHTS OF EDUCATIONAL EMPLOYEES AND ADVANCE THEIR INTERESTS AND WELFARE

F-1. Collective Bargaining Rights

The National Education Association believes that the attainment and exercise of collective bargaining rights are essential to the promotion of school employee and student needs in society. The Association demands that these rights be advocated where they are now abridged or denied and strengthened where they are now secured. (80, 85)

F-2. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a public employees' federal collective bargaining law that will not weaken any state or local bargaining laws. The Association demands that federal, state, and local governing bodies bargain collectively with all public employees. The Association supports legislation that would prohibit the negotiating away of any public employee statutory benefit, right, or protection.

The Association believes that local affiliates and governing boards must negotiate, in good faith, written master contracts. These written master contracts must include terms and conditions of employment and other matters of concern and include a provision for agency fee.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association further believes that binding arbitration and the right to strike must be an integral part of any collective bargaining process.

The Association believes that coordinated bargaining by its affiliates on a regional or statewide basis is an important

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component of collective bargaining.

The Association recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith. Further, state affiliates should seek statutory penalties for governing bodies that seek to rescind negotiated agreements by declarations of bankruptcy or by any other means. (69, 87)

F-3. Pay Equity/Comparable Worth

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the sex or race of the individual performing the job should never play a role in determining salary.

The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales, since it itself too frequently reflects the race and sex bias in our society.

The Association encourages efforts by school employees and others of the work force to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82, 87)

F-4. Salaries and Benefits

The National Education Association believes that salary and benefit structures are matters for collective bargaining. The Association and its affiliates will closely monitor proposed or legislated salary and benefit structures and will strongly oppose those that bypass or undermine the bargaining process or negotiated agreements.

The Association insists that salary schedules should—

a. Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full length of service

b. Assure that initial placement and advancement on the salary schedule are nondiscriminatory

c. Be independent of national certification unless the impact of any national certificate is determined through the collective bargaining process where it exists or by agreement of the local NEA affiliates in those states where it does not exist.

d. Provide and maintain structural integrity through the use of an index or percentage guide for experience increments and levels of academic preparation

e. Assure that salary paid for summer employment, continuing education programs, extended contracts, conducting in-service training or workshops, and extra duty is not less than the rate for regular pay

f. Provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities

g. Define "salary increase" to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule—exclusive of incremental adjustments—and all basic benefits.

The Association believes that local affiliates can best promote the economic welfare of all education employees, regardless of source of funding, by following the salary standards developed at the state and national levels. Extra duties performed by education employees should be on a voluntary basis and should be accompanied by extra-duty pay.

The Association believes that performance pay schedules, such as merit pay, are inappropriate.

The Association urges its affiliates to seek the repeal of laws limiting maximum salaries and benefits for education employees.

The Association further believes that education employees should be provided with benefits including, but not limited to—

a. Comprehensive health insurance
b. Sick leave, with unlimited accumulation
c. Personal leave
d. Maternity/paternity leave, including adoption
e. Dependent care leave
f. Sabbatical leave
g. Paid professional leave
h. Paid association leave
i. Workers' Compensation
j. Life insurance
k. Severance pay
l. Tuition reimbursement
m. Personal assault protection
n. Long-term physical and mental disability insurance
o. Benefit extension for laid-off employees
p. Religious leave
q. Retirement compensation
r. Unemployment compensation
s. Vision insurance
t. Dental insurance
u. Legal insurance
v. Reimbursement for damage to or loss of personal property at work site
w. Child day care centers.

The Association also believes that comprehensive health insurance, life insurance, and long-term disability insurance should be provided for education employees on official leave of absence or maternity/paternity leave.

The Association further believes that provisions should be made for retirees and spouses, at their option, to continue in the comprehensive health, dental, and vision care program of the school district, educational system, or institution. (69, 88)

F-5. Economic Welfare

The National Education Association is opposed to imposition of any controls that place public employees in an inferior economic position, the elimination of programs that guarantee social and economic justice for the American people, and any program that increases unemployment. (79, 86)

F-6. Uniform Compensation

The National Education Association opposes any attempt to establish tiered compensation systems that place entry-level employees on a salary and/or benefits schedule that differs from that of career employees. (86)

F-7. Unemployment/Disability Compensation

The National Education Association supports the inclusion of educators in unemployment and disability compensation legislation at the state and federal levels. (72, 86)

F-8. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of school employees and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends that several procedures be used in resolution of impasse—such as mediation, factfinding, binding arbitration, political action, and strike—if conditions make it impossible to provide quality education. In event of a strike by school employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency licensing or placement practices that constitute strikebreaking.

The Association condemns the use of ex parte injunction, jailing, setting of excessive bail, fines, firing of members, decertification of an organization as the bargaining agent, loss of association rights, and revocation or suspension of tenure, licensure, and retirement benefits in school work stoppages. The Association also condemns denial of credits to students who have honored a work stoppage. The Association urges state and federal governments to enact, where they do not exist, statutes guaranteeing school employees due process of law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued.

The Association urges its affiliates to establish practices and procedures to supply financial and emotional support as well as external and internal publicity for any local engaged in a strike. (69, 88)

F-9. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates are in agreement with the desirability of such a plan and act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.

c. The community is kept informed and its cooperation sought.

d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

Plans that meet these criteria are not necessarily appropriate in other situations and will not be promoted by the Association as national prototypes.

The Association will provide its affiliates with information about staffing patterns based on their effect on the education profession and the education process. In cases of misuse of differentiated staffing plans, the Association will assist its affiliates in correcting such abuse. (69, 86)

F-10. Job Sharing

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of school employees. The Association believes that there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the work load.

The Association asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:

a. Prorated application of the salary schedule with full recognition of years of experience
b. An equitable share of all fringe benefits
c. An agency shop provision
d. The right to revert to full-time status. (81, 86)

F-11. Summer School, Extended School Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 86)

F-12. Education in Correctional and Rehabilitation Agencies

The National Education Association believes that legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 86)

F-13. Employment in Federal Schools Overseas

The National Education Association believes that the federal schools overseas should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all school employees should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71, 85)

F-14. Educators and Active Duty Service

The National Education Association believes that a school employee whose career is interrupted by a call to active duty service by the National Guard or the reserves should be guaranteed reemployment and all benefits that would accrue if the employee had continued in a position with the school system. (75, 86)

F-15. Misuse of Part-Time Faculty

The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76, 86)

F-16. Substitute Teachers

The National Education Association recognizes the important role of the substitute teacher. It encourages both the education community and the public to recognize the singular and specific function that substitute teachers perform in the maintenance and continuity of daily education. The Association believes that substitute teachers must meet the same standards as any other licensed teacher within the state. It further recognizes that licensed substitute teachers are professional educators and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available licensed teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of licensed teachers to substitute for personnel on extended leave without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 88)

F-17. Noninstructional Aides and Auxiliary Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, and training of noninstructional aides and auxiliary personnel. It believes that appropriate continuing education programs for noninstructional staff must be provided by the school district.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional aides and auxiliary personnel as an excuse to increase class size. It insists that noninstructional aides have written job descriptions that define their duties and that such aides be used only for noninstructional assistance to the classroom teacher. (69, 86)

F-18. Noninstructional Support Staff

The National Education Association recognizes that noninstructional support staff share the same community of interest with professional staff. The Association believes that greater emphasis must be placed upon securing and maintaining the most capable noninstructional support staff. The Association further believes that such support staff should not be displaced by private service providers or by temporary or part-time workers. (77, 88)

F-19. Personnel Policies and Procedures

The National Education Association insists that personnel policies and procedures be written and developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 86)

F-20. Nondiscriminatory Personnel Policies/Affirmative Action

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

To address societal needs, however, the Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women in administrative positions, minorities at all levels, and men in the classroom at the elementary and preschool levels.

It may be necessary, therefore, to give preference in recruitment, hiring, retention, and promotion policies to certain ethnic-minority groups or women or men to overcome past discrimination. (69, 86)

F-21. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that federal and state laws must provide for the continuing employment and/or tenure of school employees.

The Association also believes that laws and master contracts must afford school employees adequate written notice of hearing, including charges. Such laws and master contracts must provide for representation by legal counsel with the right to cross-examine witnesses and present evidence. A decision must be rendered by an impartial decisionmaker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes quotas on tenure and continuing contracts. (69, 88)

F-22. Employee Rights Pending Court Action

The National Education Association believes that when criminal charges or civil lawsuits are filed against a school employee, the right of due process must be guaranteed. If an employee is removed from student contact or suspended from a position due to pending court action, all employment rights of the employee shall remain in force, including full compensation and job security.

The Association urges local affiliates to negotiate contract provisions covering procedures to be followed until final disposition of the case. (84, 86)

F-23. Reduction in Force

The National Education Association believes that one of its basic responsibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators should be reduced at least in proportion to the number of teachers being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures that on a regional basis would provide priority hiring of laid-off school employees.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges local affiliates to work cooperatively with local governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off school employees.

The Association condemns the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 85)

F-24. Mandated Retraining

The National Education Association believes that when a federal, state, or district mandate requires a teacher to be retrained, it is the responsibility of the mandating agency to provide released time for training, to compensate the teacher at the teacher's hourly rate of pay, and to provide for the cost of tuition, textbooks, and travel. (88)

F-25. Retirement

The National Education Association shall provide leadership in retirement issues and believes that state and local retirement systems and programs should include—

a. Autonomous boards of trustees, the majority of which are elected by and from the membership.

b. Actuarial and investment policies that produce sound financing.

c. Annual independent review and audit.

d. Immediate and full vesting after not more than five years of service.

e. Provisions for employee contributions to be a percentage of total compensation, not to exceed the amount contributed by employers. The employer may pay part or all of the employee contribution.

f. Provisions permitting the purchase of credit earned while a member of another retirement system.

g. Provisions permitting the purchase of credit for sabbatical leaves, maternity/paternity/adoption leaves, and any other approved leaves of absences.

h. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service or at age 55 if fully vested, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.

i. Disability retirement for a service-connected disability available to school employees from the first day of employment. Nonservice-connected disability retirement shall be available after five years of service. The benefit formula for disability retirement should yield benefits comparable to those of normal retirement.

j. Automatic cost-of-living increases to retirees and beneficiaries.

k. A joint federal-state program to provide those who have been employed in two or more states, in Overseas Dependents Schools, or in other government schools with benefits substantially the same as they would have received if they had retired after a career in one state. Affiliates are urged to support state statutes and proposed federal legislation or any program providing portability coverage.

l. Full funding and equitable administration in the granting of retirement credit for military service or provision for purchasing up to five years of retirement credit for military service.

m. Nondiscrimination on the basis of sex or marital status.

n. Retirement credit for unused sick leave.

o. All compensation, including extra-duty pay, in computing retirement benefits.

p. Benefits not reduced by other sources of income, including Social Security benefits.

q. Preretirement counseling.

r. Retirement housing facilities that are funded from sources other than those designated for retirement benefits.

s. School employees' contributions and benefits that are not subject to federal income taxation.

t. Nondiscriminatory Internal Revenue Service rules and regulations.

u. An annual financial statement distributed to all members.

v. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs available to all members.

w. Provisions to purchase pension credit for any previous Department of Defense teaching service. (69, 87)

F-26. Social Security

The National Education Association believes that Social Security should be available to eligible school employees where desired, but should not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association urges the reform of Social Security laws to eliminate discriminatory offset provisions and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association also believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. The Association supports the goal of comprehensive health insurance for retirees. (77, 86)

F-27. Protection of Retirement System Assets and Earned Benefits

The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by school employees should under the law be payable to such school employees. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of school employee retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal, state, and local statutes. (76, 86)

F-28. Accountability and Assessment

The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that school employees can be accountable only to the degree that they share responsibility in educational decisionmaking and to the degree that other parties who share this responsibility—legislators, other governmental officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives or as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives

b. The identification of areas where behavioral objectives are useful but not harmful

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c. The acceptance of alternative statements of objectives

d. Recognition that evidence of learning is not always available upon request or demand

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71, 86)

F-29. Protection of School Personnel

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of school employees from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from accumulated sick leave.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect professional concerns at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 86)

F-30. Protection of Educational Employee Advocates

The National Education Association believes in the fundamental right of all school employees to organize in their own self-interest and to speak out in defense of school employees, students, and parents without fear of reprisal.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignments to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property—such as message boxes and meeting rooms—for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 86)

F-31. Physical Environment for Education

The National Education Association believes that the physical environment for education must keep pace with the growth in the number of students, the changes in methods of teaching, and the presentation of instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible and provide for the needs of special students. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 86)

F-31. Right to Privacy

The National Education Association believes that education employees should be guaranteed rights of privacy. These rights must include—

a. The right of access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution, being able to inspect and review such records, and obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses

b. The right to be notified in writing within 10 working days of any placement of materials in an individual's file

c. The right to access records, to respond to any record, and to challenge records through formal or informal hearings

d. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials

e. The right to notification and enforcement of these rights by educational institutions

f. The right to be guaranteed the existence of only one personnel file per employee

g. The right to confidentiality of medical records

h. The right to be free from fingerprinting as a condition of employment

i. The right to refuse any type of polygraph, or lie detector, test. (75, 88)

F-33. Privileged Communications

The National Education Association believes that communications between certificated personnel and students must be legally privileged. The Association further believes that communication between administrators and other school employees must be kept private without the consent of the affected school employee. It urges its affiliates to aid in seeking legislation that provides this privilege and protects both educators and students. (74, 86)

F-34. Recording Devices in Schools

The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 86)

F-35. Access to Copyrighted Materials for Educational Use

The National Education Association believes that maximum access to copyrighted materials that relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights: the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate not-for-profit clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 86)

F-36. Tax Deductions for Professional Expenses

The National Education Association believes that school employees must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal, state, and local income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of skills, and those incurred by maintaining an office in the home.

The Association further believes that school employees must be eligible for a tax credit when they invest their own money in the purchase of supplies. (69, 86)

F-37. Save Harmless/Teacher Liability

The National Education Association believes that educational institutions should—

a. Pay all costs—including attorneys' fees, expenses, and damages—incurred by employees and other agents in defending any civil action arising out of acts or omissions occurring during the performance of their duties

b. Reimburse employees and other agents for all costs incurred in defending any criminal action arising out of acts or omissions occurring during the performance of their duties, provided that said action terminates in favor of the accused.

The Association recommends that educational institutions attempt to secure appropriate insurance to provide the aforesaid payment and reimbursement. (76, 86)

F-38. Transportation Liability Insurance

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for school employees who are requested or required to transport students by private vehicle for any school-related function. (78, 85)

F-39. Health Examinations

The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of school employees.

Physical and mental examinations of school employees should be required only when there is probable cause. Results of such examinations shall be subject to medical confidentiality, and the school employee shall be informed of all results.

The Association believes that health-related information must not be released without the written consent of the employee. The employee must have the right to examine and, if needed, correct his/her medical records.

The Association believes that the costs of any required physical or mental diagnostic procedure should be incurred by the federal, state, or local agency that requires such procedure and that school employees should be guaranteed the right to select their own physician. (77, 88)

F-40. Drug and Alcohol Testing

The National Education Association believes that mandatory drug and alcohol testing of employees and job applicants is an unwarranted and unconstitutional invasion of privacy and opposes such testing. (87)

F-41. AIDS/HIV Testing of Educational Employees

The National Education Association opposes mandatory/involuntary acquired immunodeficiency syndrome/human immunodeficiency virus (AIDS/HIV) testing of school employees or school employment applicants. (87, 88)

F-42. Employees with AIDS

The National Education Association believes that educational employees shall not be fired, nonrenewed, suspended (with or without pay), transferred, or subjected to any other adverse employment action solely because they have tested positive for the acquired immunodeficiency syndrome/human immunodeficiency virus (AIDS/HIV) antibody or have been diagnosed as having AIDS or AIDS-related complex (ARC). (87, 88)

F-43. Stress on School Personnel

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among school employees.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on school personnel be reoognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy.

The Association supports employee assistance programs (EAPs) as a voluntary resource that would assist school employees who are experiencing significant professional or personal problems by providing confidential, professional counseling leading to improved health and job effectiveness. (79, 86)

F-44. Medication and Medical Services in Schools

The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel be required to administer such medication or perform such medical services.

b. A physician's written verification of the student's need for medication or services be required.

c. Written permission of the parent or guardian be required.

d. The initial dosage of medication not be given in the school except in life-threatening situations. *Initial dosage* is the first dosage administered from the prescription.

e. Each medication given be recorded on a medication log that includes date, time, and signature of the person giving the medication and initials of the witnesses.

f. Medication be delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, date of the original prescription, and directions for use.

g. Proper storage for the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (77, 85)

G. SECURE PROFESSIONAL AUTONOMY

G-1. Accreditation of Teacher Preparation Institutions

The National Education Association believes that teacher education programs should be approved at two levels: at the state level through an agency such as a professional standards board and at the national level through the National Council for Accreditation of Teacher Education.

The Association believes that NCATE and its governing boards must include representatives of all levels of the teaching profession as well as students preparing to teach. (69, 87)

G-2. Certification

The National Education Association supports voluntary professional certification by which the profession grants recognition to an individual who has met qualifications specified by the profession. The Association asserts that this function must be fulfilled by a national standards board of professional educators that is composed of a majority of practicing public school teachers.

The national standards board of professional educators should establish appropriate assessment procedures by which individuals may demonstrate competence in pedagogy and in subject matter areas, should issue permanent certificates to all individuals who meet the criteria as established by the national board, and should maintain a roster of those who have been certificated. (87)

G-3. Professional Standards Boards

The National Education Association believes that the profession must govern itself. The Association also believes that each state should have a professional standards board, composed of a majority of practicing public school teachers.

Professional standards boards should have exclusive authority to license and to determine criteria for how a national certificate will be recognized for professional educators. Further, these boards should have the exclusive authority to establish the standards regarding licensure, including procedures for suspension and revocation. The Association opposes legislation that compromises the authority of state standards boards and urges the elimination of state statutes that conflict with this authority. The Association believes that these boards should apply NCATE standards as a minimum for granting, denying, or withdrawing the approval of teacher preparation programs. (69, 88)

G-4. Licensure

The National Education Association advocates rigorous state standards for entry into the teaching profession. These standards, as established by the professional standards boards, shall include above-average college grades, field training experience that includes student teaching, and passage of appropriate pedagogical and subject matter tests. Tests should be valid and unbiased and should be included as one element of comprehensive assessment for completion of a teacher preparation program as well as for licensure into the profession.

The Association asserts that a teaching license should signify that an individual entering the teaching profession is competent to teach. A teaching license must be recognized as the primary requirement for employment in every public and private school (pre-K-12). No license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No temporary or emergency licenses should be issued. No assignments should be permitted outside the teacher's area of licensure without appropriate concurrent retraining supported by the local district.

The Association urges the elimination of state statutes/regulations that require teachers to renew their licenses. Where such renewal continues to be required, standardized literacy and basic skills tests to determine competency should not be used.

The Association supports regulations that would put professional educators, the majority of whom are licensed and practicing public school teachers, in state licensing agencies. (85, 87)

H. UNITE EDUCATIONAL EMPLOYEES FOR EFFECTIVE CITIZENSHIP

H-1. The Education Employee as a Citizen

The National Education Association believes that every education employee has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, education employees have the right to express their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee education employees their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office, including boards of education. It also believes that local government units should be prevented from restricting the right of education employees to run for any elective office. Provisions should be made to enable education employees to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.

Major decisions affecting schools, colleges, and universities are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of education employees to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education.

The Association believes that it is the duty and responsibility of all involved in education to work for the recruitment, election, and reelection of proven friends of public education to public office. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates. (69, 85)

H-2. U.S. Constitutional Convention

The National Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association urges that all proposed changes to the Constitution be directed through the traditional congressional proposal and state ratification process rather than through the convening of a constitutional convention, which opens the Constitution to the possibility of total revision. (82, 86)

H-3. The Right To Know

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions. Therefore, the Association commits itself to protect the right of its members to be informed by their government, duly observing obvious national security interests. (72, 86)

H-4. The Right To Vote

The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government, including the election of the President of the United States.

The Association recognizes the right to vote as a constitutional right that should be guaranteed to all people. The Association therefore urges support for the continued maintenance of the provisions of the Voting Rights Act of 1965.

The Association urges its affiliates to support simplified voting and absentee-voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 86)

H-5. Statehood for the District of Columbia

The National Education Association affirms that all citizens of the United States should enjoy the full benefits of citizenship. Accordingly, the Association urges its affiliates to support efforts to achieve statehood for the District of Columbia.

The Association believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (69, 88)

I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

I-1. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse school employees.

b. Appropriate classroom and other student-related activities.

c. Further development of continuing education programs to educate school and community personnel.

d. Reduction of the ratio of students to licensed staff. This reduction should be to the level teachers determine to be essential to improved learning.

e. Development of ways to improve community-police and student-police relations through the joint efforts of school, community, and law enforcement agencies.

f. Joint discussions to promote understanding of human and civil rights and responsibilities in all segments of society.

g. Student-related activities that are responsive to the cultural diversity and historical backgrounds of our society. (72, 88)

I-2. Integration in the Public Schools

The National Education Association believes that it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices, such as geographic realignment, pairing of schools, grade pairing, and satellite and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association urges its affiliates to encourage school boards to study and consider seriously the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.

The Association will assist its affiliates to assure that education employees, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees—consisting of members designated by the local education association, parents, and representatives of community organizations, business, clergy, and media—that reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association believes that integrated schools must provide students with equal access to all curricular and extracurricular programs and to technological equipment and knowledge.

The Association opposes any attempts to delay or impede implementation of desegregation orders and will, therefore, resist efforts of school boards to resegregate integrated schools.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Chicano-Hispano teachers and administrators because of desegregation and bilingual programs. (69, 85)

I-3. Institutional Discrimination

The National Education Association believes that organizations are strengthened by offering membership on a nondiscriminatory basis.

The Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on a discriminatory basis when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses. (74, 86)

I-4. Ethnic-Minority Educators

The National Education Association believes that multiracial teaching staffs are essential to the operation of nonsegregated schools. The Association deplores the current trend of diminishing numbers of ethnic-minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of ethnic-minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the ethnic minority in the general population. The Association further urges U.S. Department of Defense schools actively to recruit and hire ethnic-minority educators. (79, 86)

I-5. Black Higher Education Institutions

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80, 86)

I-6. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 86)

I-7. The Holocaust

The National Education Association believes that a way to prevent events that have caused great human misery, such as the Holocaust, is to teach all children about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Association further believes that the subject of the Holocaust must be

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taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81, 86)

I-8. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate—by statute and practice—barriers of race, color, national origin, religion, sex, sexual orientation, age, handicap, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 86)

I-9. Martin Luther King Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations actively continue to seek the passage of legislation proclaiming Martin Luther King Day as a state holiday in every state. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 86)

I-10. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. The Association urges local affiliates, in conjunction with other school/community groups, to lead in breaking down barriers that limit this freedom. The Association strongly opposes the discriminatory practice of redlining and urges affiliates to work toward its elimination. (69, 87)

I-11. Protection of Senior Citizens

The National Education Association urges that attention be brought to the plight of senior citizens who suffer physical, mental, and economic abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs; deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes.

The Association supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest senior citizens of their financial resources.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 87)

I-12. Care of the Mentally Ill

The National Education Association believes that it is society's responsibility to provide quality care for individuals suffering from debilitating mental illness.

Such persons should have access, as needed, to primary hospital care, outpatient services, necessary medication, social services, and housing in the least restrictive environment.

Financial assistance for such care should be based upon the ability of the individual to pay. (86)

I-13. Federal Support for Public Welfare

The National Education Association believes that conditions that increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 86)

I-14. Equal Opportunity for Women

The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation (including equal pay for comparable worth), and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex. The Association urges its affiliates to support ratification of such an amendment. It also supports the enactment and full funding of the Women's Educational Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have cease-and-desist authority to act in all cases of discrimination based on race, creed, color, age, national origin, and sex.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave, paternity leave, leave for adoption of a child, child-care leave, and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of women's education committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated and endorses the use of nonsexist language. (69, 88)

I-15. Sexual Harassment

The National Education Association believes that sexual harassment is a form of sex discrimination or abuse.

The Association further believes that classroom teachers, faculty, staff, and students should be protected from sexual harassment. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

a. Establish strong policies defining and prohibiting sexual harassment

b. Develop educational programs designed to help people recognize, understand, prevent, and combat sexual harassment

c. Develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties. (88)

I-16. Family Planning

The National Education Association supports family planning, including the right to reproductive freedom.

The Association urges the government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities.

The Association further urges the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel. (85, 86)

I-17. Sexual Assault

The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. The Association urges states to develop a systematic process for gathering evidence when such assault occurs. Further, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association believes that it is a violation of the victims' right to privacy to have their past sexual history admitted as evidence in assault cases. The Association recognizes the importance of and urges the rehabilitation of the assailant, and the protection of due process rights for both the victim and the assailant. (81, 85)

I-18. Victims of a Crime

The National Education Association believes that victims of a crime should be treated with dignity and compassion, without the fear of intimidation.

The Association believes that it is essential that victims be notified of and have the right to be present/represented at all legal proceedings of the accused, including parole hearings.

Victims and their families must have access to free counseling and support services. They must also be made aware of available services and programs. The Association further believes that funding for such programs should be provided by state and/or federal legislation. (87)

I-19. Invasion of Privacy

The National Education Association believes that every individual has a right to privacy. The Association continues to be concerned about the indiscriminate surveillance of citizens or groups by private and public agencies. The Association condemns the use of information gathered and stored, and the exchange of such information without explicit release from the person or persons involved.

The Association recognizes that such rights to privacy and confidentiality must be guaranteed through federal and state legislation. The Association urges its affiliates to seek legislation that will guarantee these rights. (70, 86)

I-20. Military Veterans

The National Education Association believes that many veterans of military conflicts are suffering physical, social, and psychological problems because of their involvement in combat and related military activities, the full effects of which are still not known. The Association urges that federal and state legislation continue to be enacted to increase benefits and programs, including retirement benefits, for these military veterans to meet their needs now and in the future. (81, 87)

I-21. Highway Safety

The National Education Association believes that people should be protected from death and injury that result from the operation of motor vehicles by drivers under the influence of alcohol, drugs, or other mind-altering substances. To this end, the Association urges its members and affiliates to—

a. Support enactment and enforcement of effective and equitable legislation regulating driving while under the influence

b. Advocate appropriate educational experiences for students regarding the effects of driving while under the influence

c. Support recognized community and school groups in their efforts to reduce death and injury from accidents caused by drivers under the influence

d. Support legislation requiring mandatory restraint of all passengers in motor vehicles, excluding school buses

e. Advocate for the continued research and development of safety features and passive restraint systems for passengers in school buses and for the inclusion of those features shown to be effective. (82, 88)

I-22. Control of Guns and Other Deadly Weapons

The National Education Association believes that stricter legislation is needed to control guns and other deadly weapons. The Association supports legislation that provides for prescriptive controls on the manufacture, distribution, and sale of handguns, with particular efforts to eliminate easily obtained, low-cost handguns—commonly described as Saturday Night Specials.

The Association believes that significant penalties should be enacted and strenuously enforced for criminal actions involving guns and other deadly weapons, especially in school settings, and for those who profit from the illegal sale and distribution of these weapons. (82, 88)

I-23. Violence Against and Exploitation of Asian/Pacific Islanders

The National Education Association is committed to the elimination of racial and ethnic discrimination in all its forms. The Association deplores the resurgence of covert and overt anti-Asian/Pacific Islander sentiments, threats, and incidents of racially motivated physical and verbal attacks. The Association believes that community-based educational awareness programs should be developed in conjunction with Asian/Pacific Islander groups to create an awareness of this violence. The Association supports its affiliates in their efforts to bring about clear and consistent law enforcement to protect the civil and human rights of the victims of racial violence.

The Association deplores the exploitation of women by organizations that advertise mail-order brides in their catalogs. (84, 85)

I-24. Immigration

The National Education Association supports efforts to improve the immigration process, including the provision of due process, political asylum, and timely legalization without regard to national origin.

The Association supports immigration policies that guarantee human rights and protect the integrity of the family unit without discrimination. (84, 85)

I-25. Internment/Containment Policies

The National Education Association recognizes that restrictive and/or punitive action based on race or national origin is a violation of the Fourteenth Amendment to the Constitution of the United States and is repugnant to the American ideals of life, liberty, and property.

The Association therefore supports the concept of reparations for Americans of Japanese and Aleut descent and Japanese alien residents who were denied their fundamental rights through detention and/or internment during World War II.

The Association believes that the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations must be stopped. (82, 85)

I-26. The Right To Organize

The National Education Association believes that all people have the right to achieve an improvement of their living conditions through their own free and independent unions and organizations. The Association urges that these rights be advocated where they are now abused or denied and strengthened where they are now secured. (82, 86)

I-27. Migrant Workers

The National Education Association is concerned with the plight of migrant workers.

The Association supports the efforts of migrant workers to be represented in collective bargaining by the organization of their choice. (85)

I-28. English as the Official Language

The National Education Association recognizes the importance of an individual's native language and culture and the need to promote and preserve them through instruction, public service, and all other forms of communication.

The Association further believes that efforts to make English the official language of the United States are detrimental to our existing cultural pluralism and must be challenged. (87)

I-29. Accessibility for the Handicapped

The National Education Association believes that school districts and Association affiliates should make their respective buildings accessible to the handicapped. The Association further believes that all public buildings should be accessible to the handicapped. (88)

I-30. World Peace

The National Education Association recognizes the interdependence of all people. The Association believes that peace is superior to war and, in this nuclear age, is basic to the survival of civilization.

The Association urges the nations of the world, through cooperative talks, to develop treaties and disarmament agreements that reduce the danger of nuclear and conventional wars so that resources may be used to improve the quality of life.

The Association supports the peaceful uses of outer space and opposes federal spending which would extend the arms race into outer space.

The Association recognizes that the United Nations can be an effective instrument for furthering world peace, supports the 1948 UN resolution relating to genocide, and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association supports the concept of a U.S. Institute of Peace. The Institute should be sufficiently funded to provide programs, training, and research data in developing peacemaking and conflict resolution skills as well as provide for the publication and dissemination of information in this field.

The Association urges its affiliates and members to promote the ideals of peace, freedom, and human dignity based upon genuine respect for and understanding of individual and cultural diversity. (73, 88)

I-31. Peaceful Resolution of Conflicts

The National Education Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the rights of nations to coexist within safe and secure borders. It applauds those nations, such as Israel and Egypt, that have negotiated and continue to negotiate agreements with further guarantees of peace and cooperation.

The Association believes that the World Confederation of Organizations of the Teaching Profession should facilitate the building of bridges of understanding and peace by initiating dialogue among teachers in areas of conflict, such as Ireland, where such needs exist. (85, 86)

I-32. World Court

The National Education Association believes in the concept of the rule of law throughout the world and recognizes that the World Court is one instrument to resolve international disputes peacefully.

The Association urges participation by the United States in deliberations before the court. (86)

I-33. Nuclear Freeze/Reduction

The National Education Association believes that nuclear war, the common enemy of all nations and peoples, is not survivable. The Association believes the continuation of the arms race increases the possibility of nuclear war.

The Association urges the United States and all other nations to adopt a verifiable freeze on the testing, development, production, upgrading, emplacement, and deployment of nuclear weapons and all systems designed to deliver nuclear weapons. To that end, the Association supports the development of a bilateral treaty with the U.S.S.R. for the cessation of all nuclear weapons testing, providing it contains adequate enforcement machinery, including on-site inspections. The Association supports the development of treaties to reduce the world's nuclear weapons' arsenals. (82, 88)

I-34. Teaching About Nuclear War

The National Education Association believes that specific materials need to be developed for use in school classrooms in order to attain goals that focus on the establishment of peace and the understanding of nuclear proliferation.

The Association urges its affiliates to work with other organizations to develop age-appropriate materials for all levels. These materials should include activities dealing with peaceful conflict resolution as well as show the effects of nuclear weaponry and demonstrate strategies for disarmament with appropriate methods to be used to influence national policy to achieve peace.

The Association believes that the United States and the world need to take a stand for peace and international understanding. The development of educational programs is a first step in that direction. (82, 88)

I-35. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic human and civil rights and urges the U.S. government to withhold all forms of military aid to governments that violate these rights.

The Association deplores the holding of hostages, all forms of torture, and the taking of human life in the name of political statement.

The Association believes that it is the responsibility of all governments to discourage such actions by individuals or groups of individuals. (77, 86)

I-36. Elimination of Racial, Ethnic, and Religious Discrimination

The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms. The Association therefore deplores the UN General Assembly action declaring Zionism a form of "racism and racial discrimination."

The Association condemns the system of racial discrimination and exploitation known as apartheid and believes that sanctions against countries such as the Republic of South Africa are both justified and necessary.

The Association recognizes the need for support of South African individuals and organizations that are dedicating themselves to peaceful transition into post-apartheid South Africa.

The Association supports organized pre-school projects, community-organized self-help projects, and direct contact between South African local teachers associations and local NEA affiliates. (76, 88)

I-37. World Hunger

The National Education Association believes that worldwide attention needs to be focused on hunger and malnutrition. The Association supports continued relief to those in need as well as the education of both adults and children concerning world hunger and its effects so that they may develop the capacity and the commitment to resolve these problems. (75, 86)

J. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED EDUCATION PROFESSION

J-1. Strong Professional Associations

The National Education Association believes that an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74, 86)

J-2. Supporting Locals in Jeopardy

The National Education Association believes that assistance should be afforded to those affiliates that exist within concentrated territories of competing organizations. The Association urges its affiliates to initiate and support programs that will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and cooperation of local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association believes that assistance should be given to those local associations that have been—

a. Targeted for take-over efforts

b. Taken over by competing organizations

c. The object of "association busting."

The Association further urges that members of affiliated locals that are not the bargaining agent be provided an effective means of processing grievances. (76, 86)

J-3. Appointments by the President of the United States

The National Education Association believes that the need for quality education demands that criteria for presidential appointments in the field of education shall include a commitment to public education and significant contributions to the education community. (70, 86)

J-4. Membership Participation in the Association

The National Education Association believes that every member has the right and obligation to participate fully in the Association. It also believes that school policies should provide released time without loss of pay to those who are fulfilling leadership responsibilities, attending meetings, or participating in other Association activities. (69, 86)

J-5. Minority Participation in the Association

The National Education Association believes that at every phase of governance and on all decision-making levels of the Association there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels. (72, 86)

J-6. Retired Member Participation

The National Education Association believes that its retired members should have the opportunity to gain information about and provide input into association programs and activities at the national, state, and local levels. (76, 86)

J-7. Promotion of Teaching as a Career Choice

The National Education Association supports the concept of an organization of high school students interested in the field of education as a profession and urges its state affiliates to promote this concept. The Association encourages its members to serve as advisors for these organizations.

The Association encourages individuals interested in teaching as a career to attend NCATE-accredited institutions. The Association believes that high school counselors and advisors should be aware of the advantages to students who attend NCATE-accredited institutions. (80, 86)

J-8. Universal Teacher Rights

The National Education Association supports the efforts of all associations of educators in the world to secure basic rights for their members. It commends those teachers and students around the world who champion academic freedom and campaign against illiteracy, especially when their activities must be conducted under oppressive and often life-threatening conditions.

The Association stands ready to help all associations of educators, such as those in Central America, obtain their basic rights as listed in the NEA resolutions.

The Association condemns all governments for their roles in any acts of injustice against teachers and their organizations and, thus, the children of those countries. It urges the U.S. government to refrain from supporting any governments, such as those of El Salvador and Guatemala, that suppress academic freedom and literacy.

The Association urges the U.S. government to refrain from any plan for overt or covert action that would destabilize or overthrow any government, such as that of Nicaragua, or would adversely affect a government's successful campaign to improve literacy, equal education support, health care, and living and working conditions. (81, 86)

SOUNDING BOARD

Substitutes Are Teachers, Too!

by Ann-Margret Ewald

A normally composed, self-confident, competent adult walks through a school entrance and suddenly becomes a trembling, fearful, confused adolescent wondering where to go, whom to seek out, and what to do.

Why the dramatic change? The explanation is simple—this adult is a substitute teacher.

Teachers and school staff simply don't show enough concern for the substitutes who take over their classrooms. Too often the regulars are caught up in

a daily ritual that leaves them no time to welcome newcomers and acquaint us with the school.

But substitutes are teachers, too. When the school staff supports us, we're more effective in the job. And the more effective we are, the easier it is for the returning teacher whose place we've filled.

The following tips for full-time teachers will help not only substitutes—but also school staff and students—have a pleasanter and more productive day.

► When a substitute enters the building, smile and introduce yourself. If you really want to make a friend, explain right away where important things are located and offer to give any help that's needed. The substitute will appreciate your actions tremendously—in any situation, after all, it's a great feeling to know you're not alone.

► Be ready for those detailed questions. If you can tell substitutes where your colleagues keep items like the plan book, seating chart, hot lunch calendar, and bus duty list, it will help them feel more prepared. And students do behave better when a sub is organized right from the start.

► If you and a temporary teacher have the same lunch period, ask that teacher to join you. If you have different lunch periods, make sure someone else extends an invitation. Often subs eat alone at one end of the table, left out of the conversation. Make them part of the school community—they might have something valuable to offer!

► Make sure your own lesson plans are readily available and ready to use. If you're absent and your plan book looks and reads like a maze, your sub will have trouble maintaining consistency and control. If you know you're going to be out, make sure your plans are written so that someone who's never been in your classroom before can understand them. Be specific. It's always much easier to conduct the reading period, for example, when the correct books are easy to locate.

It's also a good idea to keep a folder with emergency plans for use if you're absent unexpectedly. These plans can range from extra activities to dittoed quizzes or even additions to specific units. Temporary teachers want to run things so smoothly that when you return, it will seem as though you've never been away. Such planning not only makes the substitute look good—it makes *you* shine!

► When a colleague is absent, visit the substitute during the day. Don't assume that things are going according to plan. Subs usually need to talk with someone who's familiar with the layout of the building and the way the school runs—but they often hesitate to ask questions for fear of being a nuisance or because they've simply forgotten your name or room number. If you follow up, the sub will feel more comfortable and appreciate your thoughtfulness.

► Keep your ears open for disruptive students when a sub takes your neighbor's class. Tell the sub ahead of time about any children who might cause problems. Learning 25 to 35 new names every day is a big hassle—and knowing whom to watch out for simplifies the task. Further, suggest proven ways of disciplining these students. Your input will help maintain a positive learning atmosphere. Temporary teachers don't want to babysit. They'd rather teach—just like you!

► End the day the same way you started it, with a visit to the substitute's classroom. This time, ask how the day went.

► If you think a particular substitute is an asset to your school, request that person as a sub the next time you're absent.

It's always a compliment to a school when a substitute leaves with a comment about how friendly and professional the staff has been—even if the students hung by the rafters, threw paper airplanes, and switched seats!

Association member Ann-Margret Ewald is a former substitute who now teaches 4-5th grade at Spring Mills Elementary School in Highland, Mich. Ewald notes she now follows the suggestions she gives above.

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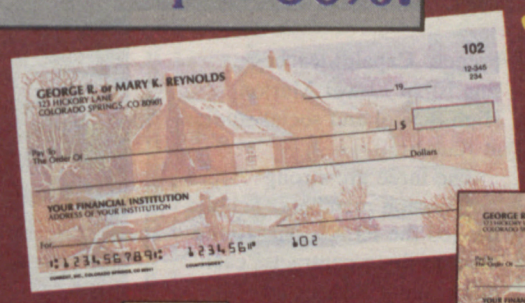

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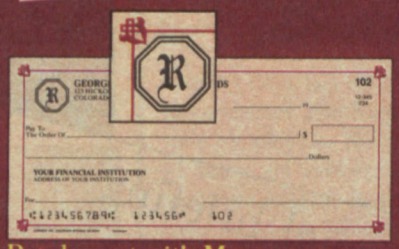

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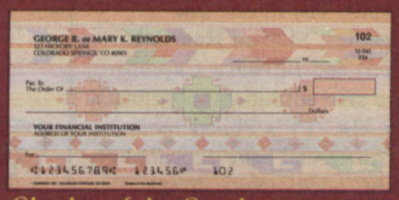

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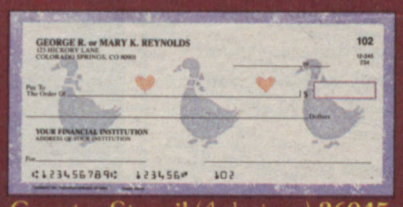

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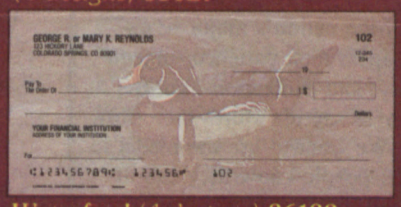

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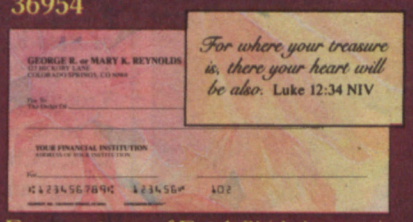

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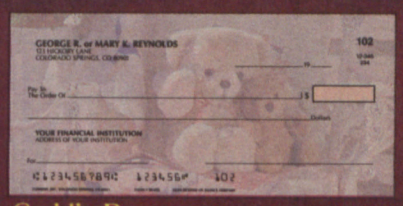

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People

Every Saturday, positioned just below Erma Bombeck and Ann Landers, readers of the *Philadelphia Inquirer* can find "Ask the Teacher," a column that answers their questions about teachers and schools.

During the week, in suburban Philadelphia, three members of the Radnor Education Association pore over those questions and compose answers. The three—**Joe Scholes**, **Sharon Reardon** (left) and **Barbara Capaldi**—are also education consultants to ABC-TV's Philadelphia affiliate and have appeared on ABC's nationwide *Home Show*.

Getting a regular slot in one of the nation's major newspapers took patience, ingenuity, and dedication—but the three say it's worth the effort. "We want to use the media to let people know they can affect the schools. That's one way to build the support we need," notes Reardon.

Scholes is a business education teacher at Radnor High School, where Reardon teaches social studies and French. Capaldi teaches English at Lower Merion High School and social studies at Radnor.

The three are strong Association members. Scholes has led the REA's bargaining team to three contracts, each one making Radnor teachers the state's highest paid.

Brad Bower

Personal briefing

Ask the teachers

What should parents know about the amount and types of homework their child is assigned? How involved should parents get in helping their child with homework?

Homework is one area where you, as a parent, can take an active role in your child's academic life. Find out what your school's policy is on homework. Most schools follow a framework like this:

TIME ON HOMEWORK ASSIGNMENTS BY GRADE LEVEL

Grade	Time per night (approx.)
1	15 minutes
2 and 3	30 minutes
4	45 minutes
5	60 minutes
6 and 7	15 to 20 minutes per academic subject
8 and 9	25 minutes per academic subject
10, 11, 12	3 hours per night

Although some students have opportunities during school to complete assignments, most of the work gets done at home. Parents need to monitor this time. The most important thing for you to do is set a regular time and place for homework. Get your child a desk, away from the phone, the TV and the stereo. Ensure that there are no interruptions. Be available to help and encourage your child.

Of course, your child should get an assignment book. Now and then, check to see that he or she keeps it up to date and brings it home regularly. Also, be sure your child brings school books home nightly. If your child consistently says there's no homework, investigate.

Homework should be a cooperative effort involving parents, teachers and students.

Parents should understand the value of homework and provide the needed support. Teachers should give meaningful assignments. And students have the ultimate responsibility — to complete the homework on a daily basis. There is always homework!

Here's question? Send it to Philadelphia area teachers Barbara Capaldi, Sharon Reardon and Joseph Scholes at Ask the Teachers, The Inquirer, Box 8263, Philadelphia 19101.

Wesley Hitt

He's called the Santa Claus of Bald Knob, Ark. **David Rayl**, a Spanish teacher at Oil Trough and Mid-Land schools in northeastern Arkansas, says, "Christmas is a time for giving, and if I can bring joy to someone's life with a present, it's the least I can do."

For six years, Rayl has asked corporations to donate merchandise he can give to needy families throughout the area. The first year, Rayl's efforts helped 57 families. Last Christmas he collected $170,000 worth of merchandise and distributed it to 2,000 families with some 18,000 students.

Each year Rayl, with the help of family, friends, and students, spends hours collecting, wrapping, and delivering the gifts. Many of the gift packages contain food items and other essentials.

A few years ago, Rayl remembers, he had nothing to give his own children. "When I see families with absolutely nothing on Christmas morning," he says, "it breaks my heart."

Those who wish to contribute to Rayl's project may write him at 208 N. Hickory St., Bald Knob, AR 72010.

Bob Riha, Jr.

Life is much easier these days for one California family, thanks to the efforts of Las Virgenes Classified Association/NEA president and food service delivery worker **Audrey Meyers** and her coworkers.

Last year one of Meyers' neighbors—a widower with two young sons—was in financial trouble. His wife's long illness had depleted family savings, and unpaid bills accumulated. Eventually, utility companies shut off water and electricity, causing social workers to threaten to remove the boys.

Meyers made up flyers describing the situation, which her colleagues and members of the Las Virgenes Educators Association helped distribute. After just one day, some $800 in donations poured in—enough to pay the utility bills and assure the boys a home with their father.

Eventually donations totaled $8,000 in cash and $1,000 in supermarket credit, plus food, clothing, and paid rent.

But the needy family wasn't the only beneficiary. Meyers says she and her colleagues gained just as much. "We're more aware of one another now—more giving and caring," she reports.

Kansas City, Kans., English teacher **Jowel Laguerre** is doing something about the projected minority teacher shortage: he's founded school-based groups called Teachers of Tomorrow to make sure urban—especially minority—students can meet new, higher entrance and certification requirements for teaching.

"We educators must help block the easy routes out of school," Laguerre contends. "First, we have to show students what courses they need to take to go to college. Then we must support them—with tutoring, for example—to let them know they can make it."

Laguerre, a native of Haiti, now in his fifth year teaching in U.S. public schools, hadn't been teaching long when he came up with the idea of TOT. Now TOT has 125 members in chapters at five Kansas City high schools. In the photo below, Laguerre meets with TOT members at his own school, F. L. Schlagle High.

Association members interested in setting up TOT chapters in their schools should send Laguerre a SASE (25¢) at F. L. Schlagle High School, 2214 N. 59th St., Kansas City, KS 66104.

Vic Winter

For 47 days last summer, Iowa teacher **Jim Sievers** rode his bicycle. He crossed 12 states, 24 valleys, and two mountain ranges. Pedaling from Seattle to Atlantic City, he covered 3,400 miles from sea to shining sea. Inquiring minds—and lazy bodies—want to know one thing: why would someone do this?

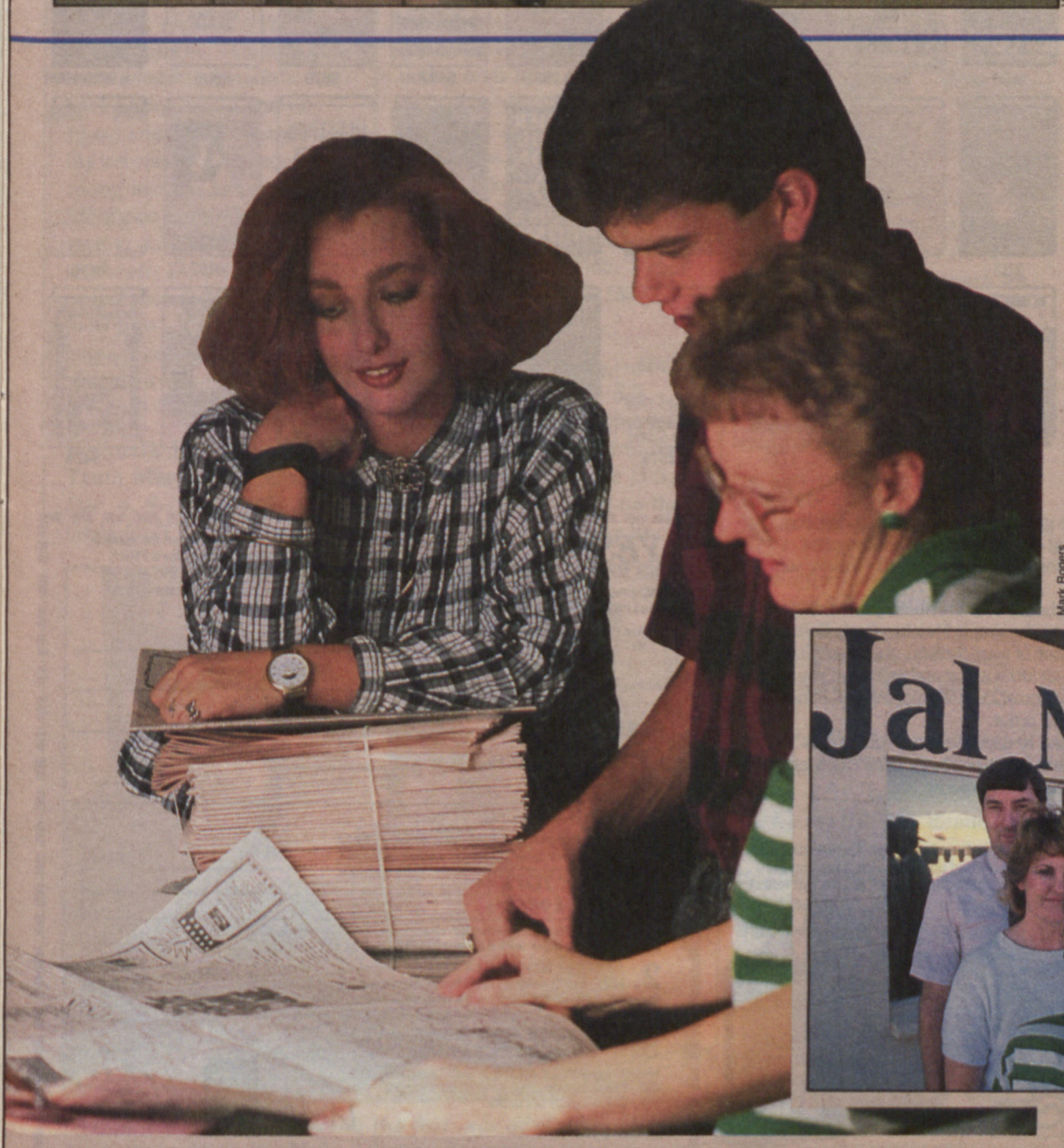
Sievers, a sixth grade teacher at Weeks Junior High in Des Moines, offers three reasons.

First, the ride was a fundraising event for the American Lung Association. Sievers was one of 300 participants in ALA's TransAmerican Bicycle Trek, which raised $2 million for affiliates. Sievers raised $8,500 himself.

Second, as a science and health teacher, Sievers believes it's important to set an example for his students. "You're showing kids that you're willing to do something—besides talk—to promote wellness and health."

Third, Sievers says he's always wanted to ride across the country. He was awed by Montana's Glacier National Park (shown in photo), and Pennsylvania's mountains. And the trek gave him a new perspective on America's size.

"Montana is huge—it took us 10 days to cross it. On the other hand, the country doesn't seem as vast as it once did," he says. "I've ridden my bicycle across it."



Mark Rogers

You're flying over the Southwest when you notice that just below you, the shores of an artificial lake trace the outline of the cattle brand J-A-L. You're over Jal—rhymes with *pal*—New Mexico.

In another effort to keep Jal (pop. 2,500) on the map, a group of activists—almost all connected with the Jal Education Association or the Jal public schools—last summer founded the weekly *Jal New-Times*, the town's first locally-owned, locally-based newspaper.

"We're having to restructure an oil-based economy," explains editor Stephen Aldrige. "To take charge of our own future," Aldrige continues, "we decided we needed a local paper that would discuss real issues." Hence the *Jal New-Times*.

One of the real "issues" the other local paper routinely distorted was the NEA.

"The other paper printed as news every right-wing charge against the NEA," says *New-Times* contributing editor John Cox, a past president of JEA. "Now the *New-Times* prints stories about the positive things JEA is doing—like giving parents booklets about helping their children with schoolwork."

Mark Rogers

At left, staffers gather in front of the *New-Times* building. Back row, from left: publisher and Jal school board president Charles Walter, current JEA president **Steven Jewett**, contributing editor **John Cox**; middle row, from left: Lorraine Walter, teacher and JEA member **Karla Aldrige**, editor Stephen Aldrige; front, JEA member and "Chalk Board" columnist **Barbara Jewett** (also shown with high school reporters Crista Bock and Jim Frank Brewer).

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Have you ever had an account with us? Yes ☐ No ☐

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1. ***FREE TOTE BAG #9654*** | | | |

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01/02—D404

TV/RADIO TIPS

Looking Ahead to the Holidays

CBS-TV

Kristin Scott Thomas and Derek Jacobi star in TV version of Graham Greene's "Tenth Man" on CBS.

Goodbye, Miss Fourth of July—*Disney Channel, Saturday, Dec. 3, 7-8:35 p.m.* ET (approximately). True story of a Greek family that immigrated to West Virginia in 1916, only to encounter racism and prejudice fomented by the local Ku Klux Klan.

Nature—*PBS, Sundays, 8-9 p.m. ET. Dec. 4:* "The Sunburnt Country." Colorful animals inhabit Australia's outback. *Dec. 11:* "Land of Flood and Fire." Human-eating crocodiles and crocodile-eating humans are among the life-forms struggling to survive in Australia's rugged northeast. *Dec. 18:* "The End of Isolation." Modern Australians plan a future where humans can live in harmony with their strange and beautiful land.

Hallmark Hall of Fame: The Tenth Man—*CBS, Sunday, Dec. 4, 9-11 p.m. ET.* A made-for-TV movie based on Graham Greene's novel of the same name.

NOVA—*PBS, Tuesdays, 8-9 p.m. ET. Dec. 6:* "The All-American Bear." Mysteries of the black bear. *Dec. 13:* "Can We Make a Better Doctor?" Documentary tracking eight students through their first year at Harvard Medical School. *Dec. 20:* "Battles in the War on Cancer: A Wonder Drug on Trial." Painstaking tests must be made to determine whether the new drug IL-2 will live up to its promise as a breakthrough in winning the battle against cancer. *Dec. 27:* "Battles in the War on Cancer: Breast Cancer—Turning the Tide." The latest research in the fight against breast cancer.

Free To Be a Family—*ABC, Wednesday, Dec. 14, 8-9 p.m. ET.* This first prime time variety musical special to be produced jointly by the U.S. and U.S.S.R. is based on the book of the same name by actress Marlo Thomas.

Thomas' book is available at the discounted price of $15.95 from the NEA Professional Library Book Club. If you haven't yet joined the Book Club, contact the Professional Library at NEA headquarters.

For a free study guide on the broadcast, write Community Relations, Capital Cities/ABC, Inc., 1330 Ave. of the Americas, New York, NY 10019.

Eric Roth

NOVA, a PBS series, follows the fortunes of eight medical students in "Can We Make a Better Doctor?"

Search for the Antarctic—*WTBS, Saturday, Dec. 17, 2:05-4:05 p.m. ET, and Sunday, Dec. 25, 10:15 p.m.-12:15 a.m. ET.* Documentary about international efforts by the Greenpeace organization to protect the Antarctic from overdevelopment.

Screening Room: Where the Lilies Bloom—*Arts and Entertainment Channel, Tuesday, Dec. 20, 9-11 p.m. ET.* Drama about four orphans who survive in the backwoods of North Carolina by selling roots, leaves, and bark for traditional folk medicine.

Capital Cities/ABC

"Free To Be a Family," based on a book by Marlo Thomas, airs this month on ABC.

Higglety Pigglety Pop!—*Bravo Channel, Sunday, Dec. 25, 5-6 p.m. ET.* Famed children's book artist-writer Maurice Sendak's fantasy opera features music by one of Britain's foremost young composers, Oliver Knussen.

General Foods Golden Showcase: The Gift of Love—*CBS, Sunday, Dec. 25, 9-11 p.m. ET.* Lee Remick and Angela Lansbury star in this drama about an embittered woman who discovers that the power of love can overcome the strongest despair.

Tattertown—*Nickelodeon, premiering Sunday, Dec. 25; check local listings for times.* The first of 39 half-hour episodes mixing music and animation from the 1920s and '30s.

Stage: Shari's Christmas Concert—*Arts and Entertainment Channel, Thursday, Dec. 29, 10-11 p.m. ET.* Puppeteer/ventriloquist Shari Lewis and her hand puppet Lamb Chop entertain.

The Brain—*Learning Channel, Dec.; Tuesdays, 8-8:30 a.m. ET and Sundays, 9-9:30 p.m. ET.* Exploration of the role of the brain in vision, movement, sleep, learning, and memory.

Charles' Christmas Secret—*Showtime, sometime in Dec.; check local listings for dates and times.* A young boy meets three strangers who renew his dampened holiday spirit.

Cities—*Discovery Channel, Dec.; Wednesdays, noon-1 p.m. ET; Fridays, 10-11 p.m. ET; and Saturdays, 1-2 a.m. ET.* Portraits of the world's greatest cities.

CBS-TV

Lee Remick and Angela Lansbury star in General Foods Golden Showcase: "The Gift of Love" on CBS.

Festivals of the World—*Discovery Channel, Wednesdays, midnight-12:30 a.m. ET, and Thursdays, 9-9:30 p.m. ET; through mid-December.* A colorful exploration of cultural ceremonies.

Holiday Specials—*American Public Radio, sometime in Dec.; check local listings for dates and times.* "Readings for the Season, 1988"; "An Iowa Christmas"; "Memory of a Large Christmas"; "The Christmas That Almost Wasn't."

Holiday Specials—*National Public Radio, sometime in Dec.; check local listings for dates and times.* "A Christmas Carol." Charles Dickens' classic performed by Kent State (Ohio) University's Acting and Touring Company. "A Child's Christmas." An anthology of prose, verse, and music depicting Christmas through the eyes of children.

Pen Pals—*HBO, sometime in Dec.; check local listings for dates and times.* Spotlighted are the lives of four children in different parts of the world.

You Don't Have To Die—*HBO, sometime in Dec.; check local listings for dates and times.* Documentary about Jason Gaes, a 10-year-old who successfully battled cancer and wrote a book about the experience.

Ben Weaver/HBO

This month HBO will telecast "You Don't Have To Die," the true story of Jason Gaes's fight against cancer.

Jim Henson Presents—*NBC, starting sometime in Jan.; check local listings for dates and times.* Muppet creator Jim Henson hosts a weekly variety show including short stories, entertainment features, guest appearances by the Muppets, and a cast of new characters and creatures.

This Year — More Than Ever — You Need

THE NEA FEDERAL INCOME TAX GUIDE FOR EDUCATION EMPLOYEES

For Tax Year 1988

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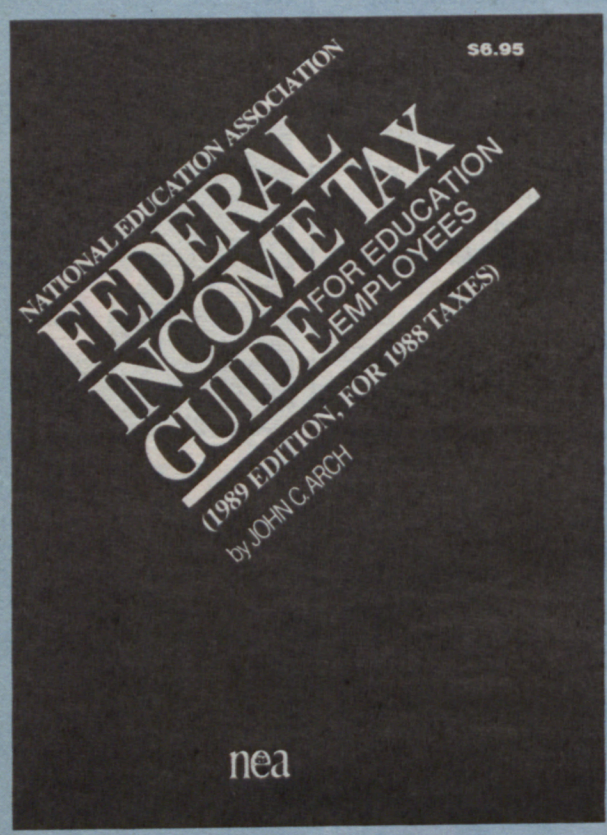

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- ★ **Increased Social Security Tax Wage Base**

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BRAND NEW

NEA Federal Income Tax Guide

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Use this program to prepare, calculate, test alternatives, and produce your tax forms. The step-by-step spreadsheets do all the work, and when you're finished ... you have **approved forms** you can send directly to **IRS!**

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INTERNATIONAL

Chile: Struggling Back to Democracy

When Chileans voted freely for the first time in 16 years, NEA was there to help protect that freedom.

For many Chilean citizens, October 5 brought the chance of a lifetime. In 1973 a military junta had overthrown their elected government and taken over the country. Now, 15 years later, Chileans were going to the polls once more, to decide whether General Augusto Pinochet, the head of state installed after the coup, should stay in office past next year.

Through the summer, tension rose. Support for a NO vote in the plebiscite—a vote to repudiate Pinochet—was growing. Would the government actually allow an election to take place? If so, would the election be free from the intimidation and coercion that characterized elections in 1978 and 1980, when a handpicked electorate rubber-stamped Pinochet's rule and his new constitution?

The moment was too important, in the history of Chile and of the Americas, to risk. In the United States, a group committed to strengthening democracy worldwide, the National Democratic Institute for International Affairs (NDI), decided to help protect the elections. NDI put together a group of 60 observers from 22 countries to go to Chile as witnesses—and if necessary as deterrents to electoral intimidation and fraud.

That group of 60 included former presidents of Spain and Colombia, former Arizona governor Bruce Babbitt, members of parliaments, political party leaders, and election experts. It also included one educator: NEA Vice-President Keith Geiger.

"Election day was a wonder, a miracle, and a national holiday," Geiger recalls. "More than half the people voting were probably voting for the first time in their lives."

In one of the five northern Chilean polling places he observed, Geiger reports, "by 10 a.m., we estimated the voting line was more than two kilometers long. At 1 p.m. we talked with a man who'd just voted and who'd gotten in line at 6:50 a.m. We asked if six hours was a long time to stand in line to vote. 'I've waited 15 years for this vote,' he replied. 'Six hours was nothing.'"

When the observer teams returned to Santiago the next day, they concluded that the elections had been conducted fairly, honestly, and without fraud. The next step for Chileans will be to nominate candidates for a Presidential election to be held early in 1990.

"I don't remember missing an election since I registered to vote at age 21," says Geiger. "But I know I'll never miss one in the future. And each time I stand in the voting booth, I'll take a little extra time to savor October 5, 1988, and the 6 million who got to exercise a right that we all take for granted."

—Jane Power

Reuters/Bettman Newsphotos

When Chileans got the chance to vote on extending the term of Gen. Augusto Pinochet for another eight years, everyone turned out, no matter how hard it was to get to the polls. Long lines in this voting place in a Santiago school were typical in this nation of 6 million voters. Pinochet lost; he'll be replaced in 1990.

Chilean Teachers Fight for Better Schools, Job Rights

Chilean teachers were active in the campaign for the NO side (against Pinochet) in their nation's recent plebiscite.

This fall, a Task Force of Teachers for the NO supported the general campaign against Pinochet and worked especially hard to convince colleagues that a NO vote would give them a chance to improve educational quality and their own job security and working conditions.

For Chile's teachers, that vote came not a moment too soon. Before international indignation stopped firings in March 1987, some 7,000 of Chile's 95,000 teachers lost their jobs, as the government handed the school system over to private enterprise.

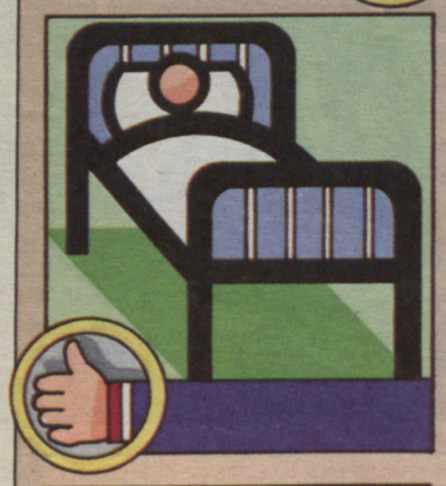
The current Chilean teachers union started off as a government-sponsored, compulsory-membership teachers group called the Colegio de Profesores. By 1987, this group had become so independent that Chile's independent teachers union, founded in 1981, voted to dissolve and join with it. Leaders of the independent union were elected to the Colegio's 15-member executive committee.

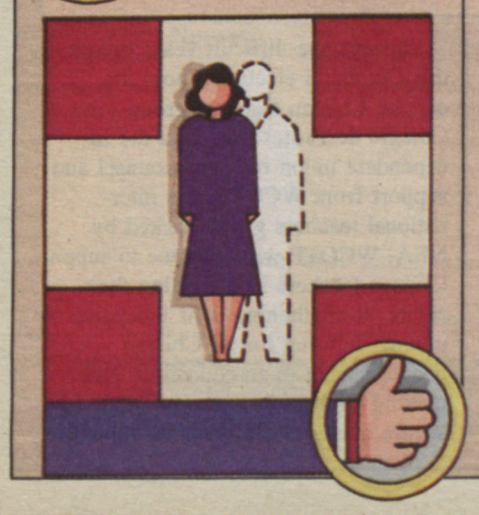
Through the difficult years before this October's elections, both the official Chilean teachers group—the Colegio de Profesores—and the independent union received counsel and support from WCOTP, the international teachers group backed by NEA. WCOTP will continue to support Chilean teachers in defending their rights, strengthening their independent unions, fighting for all Chilean young people's right to an education, and making Chilean democracy stable and secure once more.

—J.P.

YOU AND YOUR RETIREMENT

Victories Keep NEA Focused on Future





One day last spring, retirees went to Capitol Hill and gave their Congressional representatives something green.

Rest assured, it wasn't money. Each Representative received a small bag of green peppers from constituents supporting U.S. Rep. Claude Pepper's (D.-Fla.) Home Care Bill.

That was "Pepper Day" on Capitol Hill, and NEA-Retired members—as part of a health care coalition—were out in force, lobbying for critically needed long-term health care legislation.

Although Congress has yet to pass that legislation, the lobbying day is another example of NEA-R's efforts to focus attention on issues important to retired NEA members.

The Reagan years have not been the best of times for our nation's elderly. Essential public services have been cut, and more and more older Americans have fallen into poverty.

At the same time, retired Americans did protect some hard-won legislative gains and make several significant advances—thanks, in many cases, to the hard work and diligence of NEA lobbyists and members as well as NEA-R.

Over the last five years, the Association and its affiliates contributed to the development and passage of legislation that—

► *Refinanced the social security system.* In 1983, Congress overhauled the Social Security system and rescued it from possible insolvency. NEA members' thousands of postcards and letters contributed greatly to changes that will keep the system financially sound well into the 21st century.

But the fight is far from over. NEA lobbyist Pat Dix says, "We continue to fight efforts to raid the Social Security Trust Fund to reduce the budget deficit."

► *Eliminated the mandatory retirement age.* In 1986, Congress passed an amendment to the 1967 Age Discrimination Act that gave older Americans a fundamental civil right—the right to work as long as they're willing and able.

Rep. Pepper says, "NEA played a major role in moving that legislation in the House and the Senate. Without NEA's vital assistance, it would have been extremely difficult to accomplish that goal."

► *Expanded health insurance access.* In 1986, Congress passed legislation that marked a first step toward helping the 37 million Americans who have no health insurance. This law required employers to continue health insurance at group rates for spouses, widows, and other dependents who would otherwise have lost coverage due to death or divorce.

► *Protected public employees' abilities to invest for retirement tax-free.* "NEA testified, lobbied, worked in coalitions, conducted mass mailings, utilized Congressional Contact Teams, and took every other avenue at our disposal to shape the tax reform bill," says NEA Government Relations Director Ken Melley.

As it turned out, the Tax Reform Act of 1986 was a mixed blessing for Association members, but NEA efforts protected—among other things—the tax treatment of 403(b) plans, tax-deferred retirement annuities for public employees.

► *Provided catastrophic health insurance.* This past summer, Congress passed the most sweeping expansion of Medicare since its creation in 1965. The law is designed to protect 33 million elderly and disabled Americans from catastrophic hospital and doctor bills and outpatient drug costs (see chart below).

As active members of the National Health Care Campaign, Association leaders were pleased to see that the catastrophic care law establishes a federal 15-member commission that will recommend ways to finance NEA-R's top legislative priority for next year—long-term health care for all Americans. —*Stefanie Weiss*

SUMMARY OF MEDICARE BENEFITS, INCLUDING NEW BENEFITS FOR CATASTROPHIC ILLNESS

(New coverage starts January 1, 1989)

MEDICARE PART A: HOSPITAL INSURANCE—COVERED SERVICES PER BENEFIT PERIOD

TYPE OF SERVICE	BENEFIT	MEDICARE PAYS	YOU PAY
HOSPITALIZATION Semiprivate room and board, general nursing, miscellaneous services and supplies	Unlimited days per year (inpatient psychiatric, 190 days)	All but year's hospital deductible ($540 in 1988)	Approximately $560 in 1989 (the hospital deductible amount rises each year with inflation)
SKILLED NURSING HOME CARE Most services in an inpatient facility, and care in such facility if needed after outpatient surgery	150 days per year	Up to 75% of charges approved in your area—less coinsurance for first 8 days	Coinsurance for first 8 days, approximately $20.80 per day in 1989
HOME HEALTH CARE	Unlimited visits as medically needed	Full cost	Nothing
HOSPICE CARE** Hospice services for the terminally ill	Unlimited days while patient is certified as terminally ill	All but limited costs for outpatient drugs	Amount to be determined by HHS*

MEDICARE PART B: PHYSICIAN AND OUTPATIENT SERVICES

LIMIT ON OUT-OF-POCKET COSTS**	BENEFIT	MEDICARE PAYS	YOU PAY
PHYSICIAN AND OUTPATIENT $1,370 in 1990, rising each year according to program costs	Payment for physician and outpatient services	80% of reasonable costs of covered services	20% of covered services, plus $75 annual deductible
PRESCRIPTION DRUGS** Benefit phases in over four years, for most prescription drugs, subject to limits to be established by HHS*	Portion of cost of prescription drugs, generally limited to cost of generic versions unless a physician determines brand name is medically necessary	50% in 1991 60% in 1992 80% thereafter	50% in 1991 40% in 1992 20% thereafter PLUS annual deductible of $550 in 1991, $600 in 1992; amount adjusted thereafter for inflation

Other new coverages include mammography, home health aide services up to 38 consecutive days, plus 80 hours of substitute care annually to relieve caretakers of the homebound.

MEDICARE PART B: MEDICAL CARE—PREMIUMS

Currently $24.80 per month, Part B premiums will rise to $31.90 in 1989, to about $35 by 1993; $4 of that increase is for catastrophic coverage. In addition, enrollees will pay a supplemental premium based on their federal tax liability—$22.50 per $150 of adjusted federal income tax in 1989, with a cap of $800 for single persons, $1,600 for married couples. This supplemental premium is expected to increase annually to 1993 maximums of $1,050 and $2,100 for singles and couples respectively.

*U.S. Department of Health and Human Services
**Begins January 1990
***Phased in beginning January 1991

Source: NEA Government Relations

DATA BANK

The Rising Cost of American Health Care

The American health care system consumed 11.5 percent of the gross national product last year—more than $2,130 per person.

As the bills escalate, our society is making painful decisions about who receives care—and who pays for it.

Employers try to pass the escalating cost of health insurance premiums on to employees. Some hospitals turn away patients without insurance or quickly transfer them. Other hospitals absorb huge losses—$7 billion last year—caring for the poor.

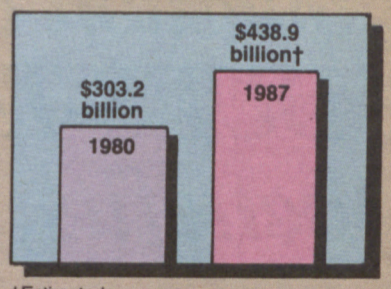
Many communities find themselves with no access to hospital care at all. Last year alone, financial concerns forced 79 community hospitals—most in rural or inner-city areas—to close.

And many families are going broke caring for ailing parents and grandparents who need quality long-term care—a top priority for NEA-Retired.

NEA Government Relations is working to make health care affordable and available for all Americans (*see related story, p. 32*).

In the meantime, the graphs at right depict today's fiscal realities for America's health care system.

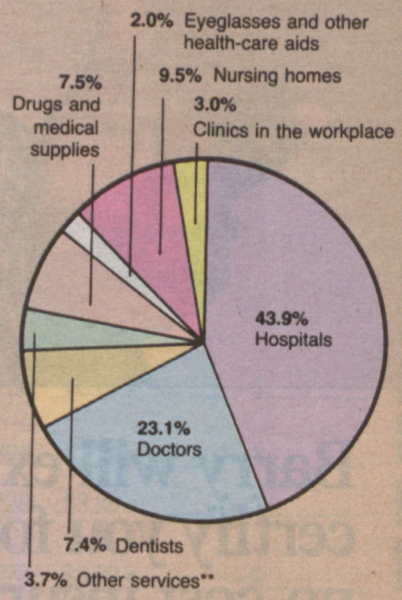
What it costs
(in constant 1987 dollars)



†Estimated
Source: Health Care Finance Administration

Health care costs went up 31 percent between 1980 and 1987. They now average $2,130 per person.

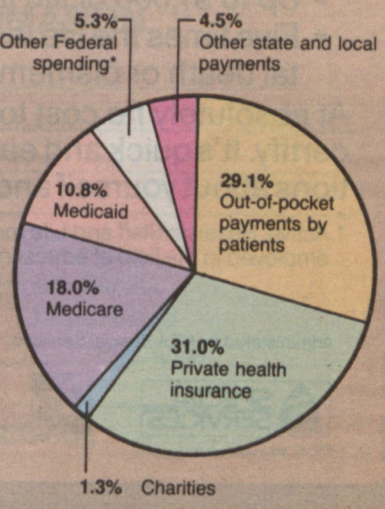
Where the money goes



**Chiropractic medicine, home health care and private-duty nursing
Source: Health Care Finance Administration

To reduce costs, hospitals are releasing patients faster and doing more outpatient surgery.

How the bill is paid



*Includes military and veterans' health care
Source: Health Care Finance Administration

Although private insurers pay about a third of Americans' health costs, some 37 million people have no insurance.

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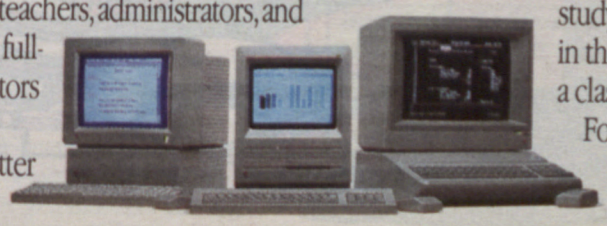

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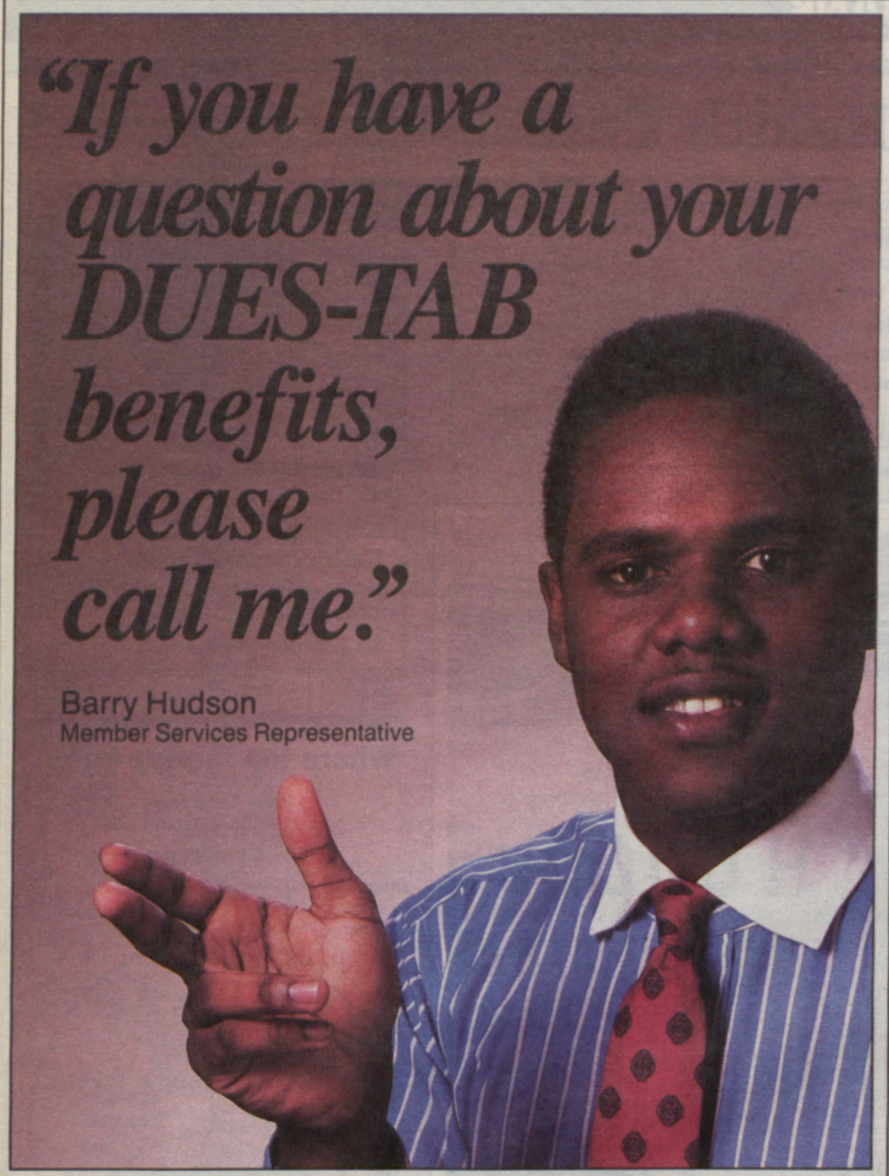

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IDEA EXCHANGE

Sensible TV Viewing Goes with Better Reading

When Kathy Bourque of East Falmouth, Mass., asked her third graders at East Falmouth School to write down the rules their parents set for watching TV, she got some interesting answers.

► I have to ask permission to watch TV. No TV in the morning.

► I can't watch TV until I finish my homework.

► I can watch TV any time I want. I can't change the channel when my parents are watching it.

What especially interested Bourque was that the three answers above came from students who read above grade level, at grade level, and below grade level, respectively. As Bourque read the students' responses, a pattern emerged: students who read at or above grade level generally couldn't watch TV until they'd done their homework, or couldn't watch it after certain hours.

Here are some more examples:

► I can't watch TV on Saturday until I clean my room. I can't watch TV during the quiet hour, which is from 7-8 p.m. I can only watch a half hour after school.

► I can't watch TV past 7:30 on school nights, but on weekends I don't have a time limit.

► I can only watch an hour and a half a day.

► No TV before homework is finished. I am allowed to watch all kids shows on Channel 2 [PBS]. I am allowed to choose a program at night.

► I can't watch television after 8 p.m. on school nights. I can't watch morning TV until I dress for school.

► I can't watch violent shows. Homework first and then TV. No fighting or TV gets shut off.

►I have to ask if I can watch HBO. I have to ask to watch certain shows that are rated PG-13.

► No MTV; no TV before school.

Students who read below grade level, on the other hand, had less restricted viewing time. Any limits on their viewing mainly concerned adult shows:

► I'm not allowed to watch R-rated movies. My movie hours are from 5-9:30.

► I can't watch dirty movies. I have to change the channel to 4 [news program] at 6 p.m.

Bourque suggests that sending parents a brief report on the results of this kind of informal research might help them establish and uphold TV viewing rules that give their children an incentive to study. Many parents would be interested, too, in suggestions of other activities for their children, from Monopoly to soccer.

Television itself can be helpful in learning, Bourque notes. She and some of her colleagues have analyzed TV commercials in class and based character studies and comparisons of realism and fantasy on TV programs. They've also used the critical viewing skills component of the Books and Beyond program, a part of the federally sponsored National Diffusion Network.

IDEA EXCHANGE

Nutrition Sells

Special education teacher Mildrene Swan came up with a teaching tool for special needs students that also provides nutrition lessons for all the students at Abraham Elementary School in Beverly, Mass.

It's called "Snack-a-rama," and it's a health food store run by Swan's special needs students. The store sells healthy snack items like "ants on a

log" (celery with peanut butter and raisins), popcorn, nuts, and fresh fruit.

Swan's students learn about nutrition, budgeting, banking skills, food preparation, sorting, and counting. "Selling, computing, advertising—it all involves talking with other students, and that builds confidence," she says.

Drawings Pay Off

Cornwells Elementary teacher Christian Heine knows people are tired of letters asking for money—so tired that many no longer bother to open suspicious-looking envelopes at all.

So when he sent out a batch of letters last year asking corporations around Bensalem, Pa., to donate a computer to his class, Heine—and his third graders—came up with an attention grabber. The students drew original pictures on the back of each letter and envelope.

"The response we got was incredible," Heine says. "The drawings were the clincher."

Heine's success didn't stop when his appeal was opened. A local company helped Heine's class buy a computer, supplied computer paper and diskettes, and this year donated $1,000 to the third grade for field trips.

Collecting Memories

"I wanted to involve children in learning from talking and listening to their elder relatives and friends," says Eldridge, Iowa, fifth-grade teacher Joy Fowler.

So Fowler launched a language arts project that began with students interviewing their grandparents and ended three months later with a 200-page book, *History: Collection of Memories*.

Students interviewed over 125 community members and wrote articles on topics that ranged from the history of their school to the Eldridge fire of 1904 and the introduction of technology into their farm community.

The project, says Fowler, was a complete success. Community members were thrilled at being asked to tell their stories, students were proud of their book (which high school typing students produced), and teachers were pleased at how much students learned.

Fowler and several other teachers have designed a curriculum based on the project, which—like history—will repeat itself.

The 'Ugly Lab'

For seventh and eighth graders in Manteca, Calif. (or anywhere else), biological classification is a lot less exciting than, say, dissecting frogs. But it's not a bit less important, so junior high science and math teacher Carol Schutt devised the "Ugly Lab" to get the point across.

First, Shutt's students create their own creatures from clay. "They don't have to look anything like animals as we know them," Schutt says. "They can be original creations."

Then Schutt divides students into groups of four and gives four "uglies" to each group. The students observe and group the figures according to their similarities and differences. As the lesson develops, Schutt teaches the principles of classification, taxonomy,

dichotymous keys, and the concepts of homologous and analogous structures.

Students who're absent the day the "uglies" are made often ask Schutt for the unheard-of—the chance to make up the assignment.

Have a favorite classroom tip or project you'd like to share with readers of* NEA Today*? Jot it down, include a graphic if you'd like, and send it to Idea Exchange,* NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

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Your NEA

REACHING OUT

Apply Now To Attend McAuliffe Institute...

Teachers at all levels can apply now to attend the Christa McAuliffe Institute for Educational Pioneering in 1989. The Institute was designed by the National Foundation for the Improvement of Education (NFIE)—NEA's nonprofit, tax-exempt foundation—to stimulate exploration by teachers into the art and science of teaching.

The Institute's 1989 theme is "Preparing All Students for the 21st Century: Teaching with Technology for Diversity and Change." Educators selected to attend will have an opportunity to work with other educators in advancing the profession's awareness, understanding, and practice of teaching.

Filing deadline is February 1, 1989.

...or for a Carr Grant

Need funding for a classroom project? The 1989 Carr grant may be the answer.

Association members and members of the World Confederation of Organizations of the Teaching Profession (WCOTP) are eligible to apply. To be considered for the Carr grant—worth $2,500—your project must benefit students directly, demonstrate an understanding of world issues as they relate to students' lives and studies, and lend themselves to dissemination. The 1989 applicants are encouraged to focus on diverse, at-risk student populations, including recent immigrants, language traditions across cultures, and history and accomplishment of ethnic heroes.

Filing deadline is March 31, 1989.

...a Hilda Maehling Fellowship

Two Hilda Maehling fellowships to be awarded in 1989 offer up to $4,000 for unique and innovative educational projects designed and implemented by teachers. Individual NEA members, groups of NEA members, local affiliates, and committees of local affiliates all are eligible to apply.

Proposed projects must advance professional Association work, improve professional development, or fashion professional tools and techniques. This year's applicants should focus on enhancing teachers' professional capability to work with students at risk of academic failure.

Filing deadline is March 31, 1989.

...or an Operation Rescue Grant

In 1989, Operation Rescue grants will have an exciting and ambitious new approach: capacity-building. The grants will maximize local affiliates' ability to design successful dropout prevention programs by building on what teachers have already learned through local experimentation.

An Operation Rescue capacity-building grant will provide $2,000-$5,000 in start-up funds as well as technical assistance from NFIE staff, the veteran Operation Rescue project directors, and consultants. Filing deadline is March 27, 1989.

For applications or more details about the four programs outlined above, contact NFIE, 1201 16th St., N.W., Washington, DC 20036, 1-202-822-7840.

Calling All Teachers Of 9-17-Year-Olds

Students between the ages of 9 and 17 are eligible to enter the American Dream Contest, sponsored by the insurance and financial services firm United Services Automobile Association.

To enter the contest—either individually, as a duo, or as a class—entrants should submit an idea for a short film that illustrates what they think is special or unique about America, from either a community or a personal perspective. The subject matter can be dramatic, inspirational, emotional, humorous, historical, or plain surprising—and can feature a person, place, or event, past or present. Entries will be judged on the basis of creativity and visual power as well emotional impact.

The nine winning concepts will be made into short films for a nationally broadcast TV special. The students who submitted the ideas will appear on the telecast to introduce their subjects.

Entries must be received by February 28, 1989. To get entry forms, send a legal-sized, self-addressed, stamped envelope to American Dream Contest, 8306 Wilshire Blvd., Suite 14, Beverly Hills, CA 90211. For more information, call 1-213-274-2282.

Nominate Your Choice For Peace Award

Association members, take advantage of a once-a-year opportunity to recognize an NEA member or local and/or state affiliate that's furthered the cause of international understanding. Nominate your selection for the 1989 Applegate-Dorros Peace and International Understanding Award. Your choice must have served as a role model for youth and "an inspiration in the quest for peace on earth."

Nominations should include statements, evidence, or other materials that support your nomination. Deadline for submission of applications is March 10, 1989. To obtain a nominating form, contact your NEA regional office or affiliate, or write to NEA Office of International Relations, 1201 16th St., N.W., Washington, DC 20036.

RA Amendment Promotes NEA Minority Leadership

The 1988 NEA Representative Assembly adopted an amendment to the NEA Constitution that seeks to advance NEA's commitment to ethnic-minority participation at the highest level of organizational governance. The new provision, Article IV, Section 4, Affirmative Action Procedure, establishes a system for giving NEA's ethnic-minority interest groups information about the NEA presidency and the electoral process before every presidential election. It also authorizes NEA to take "such steps as may be legally permissible" to elect an ethnic-minority member as president after any 11 consecutive membership years in which no such member has held that office.

The language of the provision is as follows:

By Dec.1 of each membership year immediately preceding the next membership year in which a presidential election is to be held (i.e., approximately 18 months prior to the date of the election), appropriate information about the office of president and the electoral process, including all relevant timelines, shall be sent to each of the ethnic-minority special interest groups identified in Bylaw 12; and

During the membership year in which the aforesaid presidential election is to be held, a copy of this section of the constitution, with an appropriate explanation of its background and intent, shall be included in (a) an Association publication sent to all members by Dec. 1 and (b) the material that is sent to the delegates to that year's Representative Assembly.

If after any period of eleven (11) consecutive membership years a member of an ethnic minority group has not served as president, the Association shall take such steps as may be legally permissible to elect a member of an ethnic-minority group.

NEA's Constitution originally provided that after 11 years during which an ethnic-minority member had not served as NEA president, nominations at the next Representative Assembly would be limited to members of ethnic-minority groups. That provision was expunged after the 1987 Representative Assembly for two reasons:

► The provision was intended to have one-time application, and its purpose was fulfilled on Aug. 31, 1985, when a member of an ethnic-minority group completed a full term as president.

► The United States Department of Labor had taken the position that the provision violated the Landrum-Griffin Act, indicating that if an election of the type required by the provision were challenged, it would declare that election invalid.

The NEA Board of Directors has established as NEA policy that—

► An ethnic-minority member periodically should serve as NEA president.

► Ethnic-minority members should serve in other elective and appointive positions in NEA and its affiliates.

► Ethnic-minority members should participate fully in all aspects of Association operation at the national, state, and local levels.

LOOKING BACK

► Youth gangs ("Street Gangs," Nov.) are "America's terrorists"—holding cities hostage and posing one of the greatest challenges to law officers. That's the word from the president of the International Association of Chiefs of Police, Joe Casey, of Nashville, Tenn.

Casey notes that gangs have "taken over entire sections of major cities and are spreading to the streets in smaller cities. I don't know of any terrorist group that's done that."

Casey says what's needed is the cooperation of community leaders and educators.

► The nation's homeless ("No Place Called Home," Sept.) were in the spotlight—at least for one day—last month when 100 of the country's foremost newspaper cartoonists used their space to call attention to the plight of homeless people. The Cartoonists' Homeless Project was put together by David Roberti, president pro tem of the California State Senate. At left is the work of the *Atlanta Constitution*'s Doug Marlette.

MAKING NEWS

► A new state-of-the art computer network—**IBM's People Sharing Information Network** (PSINET)—now links teachers participating in NEA's Mastery in Learning (MIL) project in 26 schools across the country. The unique, experimental software allows these innovative educators to share ideas and information on how to create top quality learning environments for their students.

MIL is a three-year-old effort that helps faculties restructure their schools by providing needed resources and research. But until now, the teachers involved have had to work hard to share their ideas because the process has been time-consuming and awkward. Mail doesn't allow for the instant give-and-take of personal interaction, and phones are expensive and limiting.

Now, with PSINET, teachers from New York to Hawaii can share information and discuss issues by just pressing a few computer keys. And the system stores information so that a database of fresh educational ideas can be constantly created. (For more on PSINET, see President's Viewpoint, p. 2.)

► NEA's 1988-89 **National Conference Series**, bearing the theme "Fulfill the American Promise: Invest in Public Education," got underway in Atlanta last month. The first conference dealt with the theme "Teaching Students of Today for Tomorrow."

The conference theme was especially appropriate because this fall the first graduating class of the 21st century entered first grade. Nearly 5 million strong, they're as diverse a group of students as America has ever seen.

This diversity can be our country's greatest strength, the key to our future, noted conference conveners. But that promise can be fulfilled only if public schools ensure every child a quality education. That, in turn, means the schools must speak to students' diverse needs and problems.

Journalist and former Carter Administration political adviser Hodding Carter helped participants analyze the national election results and what they portend for education. Against that background, participants focused their thinking on how best to prepare students for the coming years.

► NEA's recent **1988 Retirement and Benefits Forum** in San Diego examined the impact of changing demographics on future retirement benefits. The 150 participants—including state Association leaders, research directors, retirement and benefits contacts, and retirement systems board of trustee members—heard addresses by U.S. Sen. George Mitchell (D-Me.), Bill O'Hare of the Population Reference Bureau, and Emily Andrews of the Employee Benefit Research Institute. Workshop topics ranged from investment strategies to the changing structure of retirement income.

Joe Di Dio

Maxine Haun of Kaneohe, Hawaii; Judson Hixson of Elmhurst, Ill.; and Janell Black of Phoenix, Ariz.; test PSINET at the recent annual meeting of the Mastery in Learning project network schools in Washington, D.C.

► NEA sent its **first video news release** to the nation's 681 TV stations via satellite last month. The release dealt with American Education Week and could be used as a public service spot or as visual background for local news stories.

► *Shooting for Success*, a 22-minute video about the remarkable success of Los Angeles math teacher and **NEA member** ***Jaime Escalante***, is available to Association members free of charge to show to community or school groups. The video depicts Escalante's determination to teach AP calculus to inner-city students whose past successes in learning basic math skills were minimal.

Actor Edward James Olmos narrates the video. Olmos portrayed Escalante in the Warner Bros. motion picture *Stand and Deliver*, released earlier this year.

The video includes scenes from the movie, views of Escalante's classroom, and interviews with some of his former students who now hold prestigious jobs.

Last month the book *Escalante—the Best Teacher in America* by *Washington Post* reporter Jay Mathews was published by Henry Holt, New York.

By NEA agreement with Warner Bros., the video may not be shown on commercial or cable television, nor may a charge be assessed to view it. To obtain a copy and for further information, contact your state affiliate or Shooting for Success, c/o Communications Dept., National Education Association, 1201 16th St., N.W., Washington, DC 20036, 1-202-822-7200.

► The Ysleta Teachers Association (YTA) of El Paso, Texas, is recipient of a $15,000 National Foundation for the Improvement of Education **Operation Rescue grant** for its project "A Desire for Change: True Parental Involvement." Funding comes from a $1 million donation by the Sears-Roebuck Foundation.

Aim of YTA's program is to cut Ysleta's 58 percent dropout rate through a program for greater parental involvement at Capistrano Elementary School. Capistrano's 1,000 K-6 students feed into a middle school that has the district's highest dropout rate.

The Ysleta program also involves 50 teachers and a network of partners, including Westin Hotel Partnerships in Education, the Optimist Club, El Paso Community College, the Ysleta school district, and an advisory council of 15 Capistrano teachers and staff.

► The YWCA of New York City has selected NEA Secretary-Treasurer **Roxanne Bradshaw** to be one of 128 members of the Class of 1988 of the Academy of Women Achievers. Bradshaw received the honor in recognition of her outstanding achievements in the field of education. She and other selectees were honored at a special luncheon in New York's Sheraton Centre Hotel.

This is the 15th year the YWCA of New York City has chosen such a class. Inductees are chosen by a panel composed of board members of the YWCA of New York City and previous inductees.

Letters

Street Gangs

The article ("Street Gangs: Calling Our Students to Colors," Nov.) was excellent. Having statements from an ex-gang member gave the article great impact.

The intent of the New Business Item I sponsored at the 1988 NEA Representative Assembly was to "spread the word." I want every teacher in the U.S. to be aware of gangs, their structure, their ways of recruiting, and, especially, the type of students who are at risk of becoming involved with gangs.

We in the Portland Association of Teachers continue to demand more information and training from our school police. I've been on TV several times this fall, talking about teachers' concerns about gangs; in October, we did an all-day training of 100 teachers, titled "Gangbusters 202."

Sharon D. R. Gray
Portland, Oregon

A Shining Light

A society is always searching for heroes. We honor the soldier who rescues another while under fire. And rightly so.

But the deed of the soldier is just a flash in a gray sea of humanity; people like Lorraine Young ("Meet Lorraine Young: She Is the Alternative," Nov.) are beacons in the night.

If we built more monuments to the latter, perhaps we would not have to build monuments to the former. The monument Ms. Young will receive is the marble marker we all acquire at the end of this journey; but people like her desire no more. They are the real heroes. They are the only ones that matter.

Fred Bucheit
Beech Creek, Pennsylvania

Age Dilemma

I am a first grade teacher, and I am very concerned about the level of first grade readiness that I see in about one-third of my students each year. Testing would help with this problem if it's not just paper and pencil.

The best help of all, though, would be older first grade kids. Notice that even Donna Foglia's column (Debate, Nov.), saying no to pre-first grade testing, does say some districts hold their kindergarten kids back just to raise scores. That's because the kids are then old enough to learn the first grade curriculum as it stands now. Why can't all children be old enough to succeed?

Age 6½ would be a good minimum age for entering first graders. But older would be better. If that is not an acceptable solution, then we should change the first grade curriculum so that formal reading and math aren't introduced until second grade.

Several years ago I ranked the students in my class from strongest to weakest. Then I wrote in each child's age. It was an eye-opener! In almost every case, the oldest children were the strongest and the youngest were struggling.

Since then I have ranked my class like that every year and have noticed the same pattern. I would bet that every first grade would break down in roughly the same way, and the cut-off age between doing well and struggling is about 6½ years at entry.

I would be very interested in seeing some research on this. Wouldn't it be great for all children to feel successful? How many fewer discipline problems would there be? How much more fun it would be to teach if we didn't have to try to mask the fact that some kids can't keep up!

Marilyn Dougherty
Lakeside, California

Compulsory Voting

I was deeply disturbed about Bob Harding's article, "Should Voting Be Compulsory?" (Debate, Oct.). If he has chaired the social studies department of Southfield-Lathrup High School in Michigan, he should be aware that several groups of people came to this country in the late 1600's and early 1700's to escape being involved in government activities.

The Amish, Mennonites, Old Order Brethren, Quakers, and the Old German Baptists were promised freedom from just such a compulsion. Some members of these groups do not vote today, just as they did not vote in 1796. They live quietly, peaceably, and productively, and try to stay totally uninvolved with the government.

Ms. Bailey has the right approach. Voting is a right, not a mandate.

R.W Sapp, Sr.
Adrian, Georgia

Chinese Writing

I don't know how long it's been since L. Cameron Johnson (Idea Exchange, Oct.) has been in China, but she should be aware that Chinese no longer write in vertical columns from right to left. They write from left to right, exactly as we do.

In addition, some Chinese may have a left-handed preference, but it does not show up in their writing. All Chinese are trained to write right-handed.

Shirley Hines
Eureka, Illinois

Commenting on Letters

In the Oct. Letters column, Lynne Olson writes that "...it is now possible in our country to live an entire life within a community where English is not commonly spoken...."

Actually, that has always been possible. Look at the various ethnic communities like Little Tokyos, Chinatowns, and Italys.

Celia Reinhart writes about starting schools before Labor Day. I'd like to point out that schools in Hawaii start on September 1. I agree with her. I think it's a dumb idea to start before Labor Day.

Jerald Levinson
Wailuki, Hawaii

I just finished reading Mary Pennington Link's letter (Oct.). This letter had special significance to me because I also teach emotionally disturbed children.

Today was an especially trying day, and for the first time in five years, I honestly considered leaving the teaching profession. I was tired of being abused by my students and wondering if I really made a difference.

Ms. Link's letter was very similar to my own story of laughing off the bad days and expounding the positive virtues of my classroom. Today, however, it hurt too much, until I read Ms. Link's letter and really remembered why I love to teach.

Thank you for the uplifting message that there are other professionals who do understand the unsettling moments. Ms. Link, next time you need an ear, drop me a line. I owe you one.

Linda Ann Crissman
Dayton, Ohio

Thank you, Mary Link (Letters, Oct.) for sharing with me the fact that you cried in the teachers' lounge. I read your letter after one of the worst days in my 19-year teaching career.

I was home alone; my husband was working overtime to earn extra money. It was rainy, cold, and damp outside. Before I started the laundry, I decided to read *NEA Today*.

By the time I had finished reading your letter, I was crying also. My tears were those of relief—relief to know that someone else had experienced days like I'd had. I found myself thinking "Yes, I can go on, too!" Thanks again, Mary.

Susan Wilson
East Hartford, Connecticut

Veteran's Day

I teach music in an elementary school, and two years ago—after our school corporation decided that we would attend school on Veteran's Day—I began asking each of our classes just how much they knew about Veteran's Day. To my surprise, very few students knew the reason for such a holiday, nor even what a veteran was. I decided it was time we educated our children along some of these lines.

I notified the various veteran's organizations around the county and told them that we were inviting each of them to be our special guests on the afternoon of Veteran's Day. We even sent them special invitations, announced it on the radio, and put it in the newspaper.

Next, we made sure every child knew the "Star-Spangled Banner" and the Pledge of Allegiance and had a good knowledge of what a veteran is and why we celebrate such a day.

The big day came. The school choir sang, the high school band played, and we had a special speaker. But most important, over 250 veterans showed up to share the afternoon with our children. We made the evening news. There was hardly a dry eye in the house when all 450 children finished singing the national anthem and reciting the pledge to the flag.

In 1987 we had as our speaker one of our state representatives, and this year we had an ex-P.O.W. from World War II.

Kenneth C. Doty, Jr.
Rockville, Indiana

Video for Peace

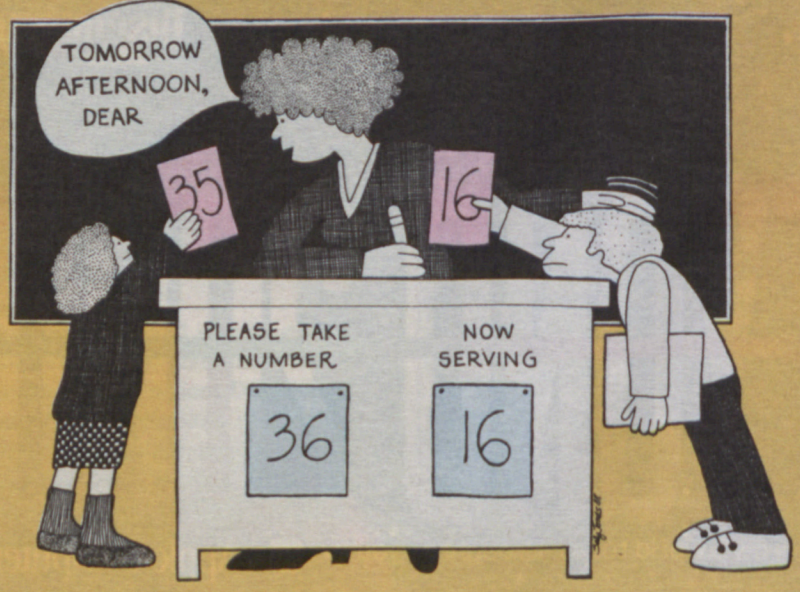
Some of you may remember me and my music students at Teutopolis (Ill.) High School from our 1985 video project, "Children of a Dream" (People, Oct. 1986). The response to that project has been unbelievable. We've heard from all over the country, and the video has been used for a complete range of educational situations.

We're at it again. This time our project is called "Together We Can" and focuses on world peace and our role as global neighbors. Our new project calls for an international cast to be brought together in the summer of 1989 to film a music video.

We plan to fund the video through $1 donations from 125,000 people. We'll base the lyrics for the song and the story of the video on ideas submitted by students from all over the country. Students will even have a chance to audition for the video.

For more information or to send a donation, write to "Together We Can," P.O. Box 745, Teutopolis, IL 62467.

Craig Lindvahl
Teutopolis, Illinois



This month's cartoon was provided by Sally Jones, a librarian at Mt. Vernon (Wash.) High School.

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," NEA Today, 1201 16th St., N.W., Washington, DC 20036.

PERSONALLY SPEAKING

Will Your Current Policy Pay?

A study by the University of North Carolina School of Public Health and the United Seniors Health Cooperative has uncovered a disturbing fact. According to an analysis of 77 typical long-term care insurance plans offered by 21 companies—along with actual nursing home admissions—the average person would have less than a 50-50 chance of ever collecting on such a policy.

Although some experts dispute details of the study, most agree it highlights a very important problem. Restrictions (often called "gatekeepers") prevalent in long-term care policies keep many people from getting what they think they paid for.

The most severe restriction is the common requirement that patients be hospitalized shortly before entering a skilled nursing home. If the person doesn't need to go into the hospital first, or if no nursing home beds are available when the patient leaves the hospital, the stay isn't covered. And 54 percent of those who enter nursing homes don't come from hospitals.

Some policies deny payment for less skilled care unless the patient comes from a skilled nursing home. These two provisions make it especially hard for people with degenerative diseases, such as Alzheimer's, to qualify for benefits.

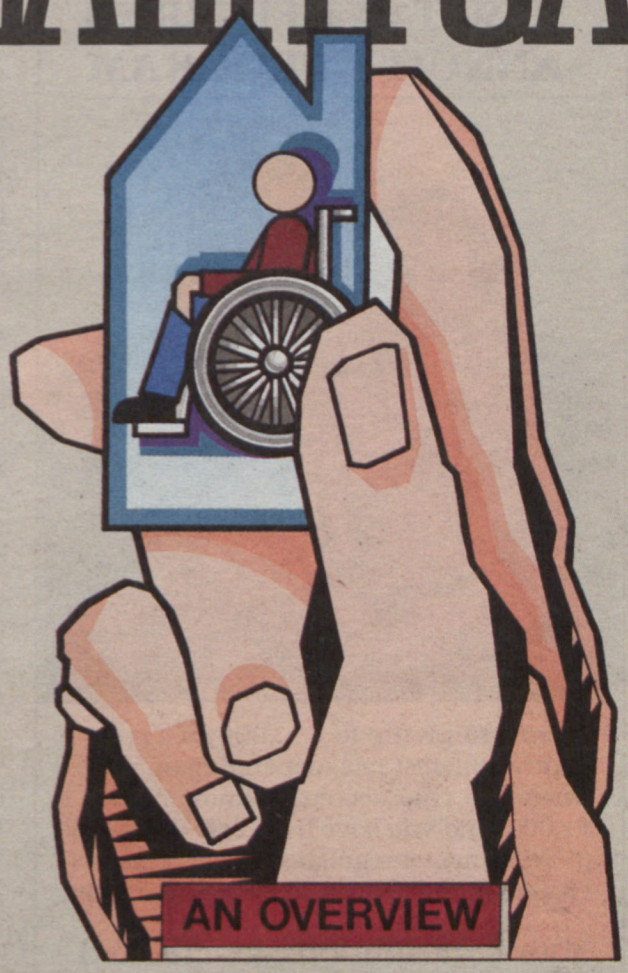
Other clauses the study found exclude treatment of preexisting conditions, require long waiting periods, and deny renewal after the insured turns 80.

In addition, most long-term care insurance plans state their benefits in fixed sums. Plans that pay $75 or $100 a day may be adequate now, but by the time they're needed, inflation—and increased demand as the population ages—could make their coverage merely nominal.

If you're shopping for nursing home insurance, you can see that it pays to read all the provisions very carefully. Unfortunately, no matter how hard you search, you won't find a plan without its share of gatekeepers, as insurance carriers try to protect themselves against massive losses.

To learn more about choosing a long-term care insurance policy, see "You and Your Retirement" in the March 1987 issue of *NEA Today*.

LONG-TERM HEALTH CARE



More than 2 million Americans will need nursing home care this year. This number is expected to rise to about 4 million—a 75 percent increase—by the year 2020. A year in an average nursing home already costs almost $25,000, and that figure's going up several times as fast as the inflation rate.

Statistics such as these understandably create concern among both the elderly and their children. And by the year 2000—just 11 years from now—about 35 million Americans will be age 65 and over. No wonder long-term care (or "nursing home") insurance is getting lots of attention these days.

Long-term care insurance provides protection against the catastrophic financial effects of long-term nursing care, whether provided in a skilled, intermediate, or custodial facility, or in the home of the patient or a relative.

Long-term care can be inexpensive—when it means paying someone to do the shopping or keeping up with the fees for an adult day-care program. But in most cases, it involves a nursing home—and some nursing homes charge more than $40,000 a year.

A common misconception is that the government will cover long-term care expenses. But Medicare covers only people who enter a nursing home to recuperate after hospitalization, and covers them for no more than 150 days. People who need custodial care and aren't coming directly from a hospital have no coverage.

Medicaid, in contrast, will pay for many types of long-term care—but only after the patient's house, car, and all other assets have been sold to pay for medical care, and the patient has become destitute—a path of action few would choose.

Is buying long-term care insurance the answer? Experts disagree. The need is clear—but, critics warn, the policies currently on the market are so expensive and have so many loopholes that they're poor buys.

The only thing that's certain is that everybody's financial plan should provide for the possibility of someday needing long-term care.

We all need to consider what resources we'd need: savings, insurance, government assistance, community-based resources, family and friends, and charitable organizations. And, because good policies are so hard to find, some state Associations have begun offering programs of their own for members and their families.

What about Life Insurance?

Insurance companies are taking advantage of the current interest in long-term care to market their life insurance policies. Their newest scheme involves adding a rider that will—for an added premium—pay if you go into a nursing home.

This is how it works. You elect to pay for a rider that increases your regular life insurance premium by from 2 to 10 percent. If, after a specified amount of time, you go into a nursing home, your policy will pay a percentage of your death benefit each month until the benefit is exhausted, or until a preset maximum is reached. If you die before the entire death benefit has been used up, your beneficiaries get the rest.

These riders often have the same restrictions as long-term care insurance policies. For instance, some don't pay unless you were hospitalized before going into the nursing home. And many have long waiting periods—up to six months—before benefits begin.

A major drawback of using life insurance to pay for nursing home care is that an extended stay in the nursing home will wipe out the death benefit meant for your family. If your survivors need the money, why risk using it up before you die? And if your survivors really don't need the money, why buy life insurance?

Before you consider such a life insurance policy, be sure you understand how much you're paying for the life insurance itself and how much for the long-term care insurance. Nursing home riders are very expensive. In most cases, you'll find that if you buy a low-cost, group term plan—like the NEA's NIE Life Insurance Program—you'll save enough to pay for part or all of a private long-term care policy. In that way, even if you do go into a nursing home, your death benefit will stay untouched. In addition, if you're under age 60, the NEA plan will waive your contributions if you're disabled for more than six months.

If you're still working, you might want to purchase a long-term disability policy instead of nursing home insurance. These plans pay a portion of your salary directly to you if you're unable to work, so you can use the money to pay for any type of long-term care you find necessary—including home care, housekeeping services, and other things most nursing home policies won't cover. Many state Associations sponsor disability plans for their members.

Best of all, however, is to start when you're young, putting your savings into a 403(b) tax-deferred annuity, pension plan, IRA, or other retirement plan. Then you'll have money to pay for long-term care if you need it, and if you don't need it, you can pass the money along to your heirs.

For more information about NEA Special Services programs that can help you plan for the possibility of a nursing home stay, call the Response Center's toll-free number: 1-800-637-4636. Or write to NEA Special Services Response Center, 51 Monroe St., Suite 200, Rockville, MD 20850.

Facts about Nursing Homes

► Average nursing home stay in 1986: 408 days.

► Average cost of a nursing home stay in 1986: $70 per day.

► Annual cost of a typical long-term care insurance plan paying $70 per day for someone who is 65: $1,050. Annual cost for someone who is 75: $2,450. Most plans are not available to someone who is 85.

INTRODUCING THE NEA VALUEBUILDER TDA

At retirement, all of us hope to have the financial security to enjoy a comfortable life. Your Association wants to help members plan for their retirement. That's why we are so proud to sponsor a new benefit program that specifically addresses this goal — the NEA ValueBuilder TDA.

Build retirement income and reduce your current taxes

A TDA offers school employees a unique opportunity to reduce current federal (and in most cases state) income taxes and, at the same time, build supplementary tax-deferred retirement income. Your money grows faster in a TDA than in a currently taxable investment with the same interest rate. This is because your money is invested *before* it is taxed, and because you pay no current taxes on any interest or investment earnings. Instead *all* of your money is allowed to grow tax-deferred and compounded. Over time, this can make a substantial difference in the value of your investment.

New custom-tailored benefits

Many months have been spent to tailor the new NEA ValueBuilder TDA to your needs. Without question, it's one of the best TDAs in the

country today. Why? Because of its *flexibility, performance, product features and service.*

Outstanding investment flexibility and control

ValueBuilder provides *ten different investment options,* so you can choose the type of investment strategy that suits you. You direct the allocation of your contributions among the various options. If your goals change, you can transfer funds among nine of these options *at any time without charge.*

Borrow from your account. ValueBuilder's *loan provision* allows you to

AN EXTRAORDINARY NEW TAX-DEFERRED ANNUITY PROGRAM

borrow funds (up to $50,000) at a competitive interest rate, depending on the balance in your account. Minimum loan is $1,000, and you have five years to repay it. (Governmental regulations may require a change in this feature as of January 1989.)

Your contributions are credited if you become disabled

One of the most innovative and valuable benefits of our new ValueBuilder TDA is its *disability provision,* now undergoing regulatory filing. Upon eligibility, TDA contributions will be made for you should you become disabled. If you have a ValueBuilder loan, repayments will be made for you as well!

The "fine print" can make a big difference

Unlike many of the TDAs available today, nine of the ten ValueBuilder investment options feature *no* withdrawal charges and *no* charges or limits on transfers within this "family of funds." (The Long-Term Fixed option, now undergoing regulatory filing, is designed to have a higher interest rate, and does have a withdrawal fee and a limit on transfers.) All ten options feature *no* surrender charge, *no* initiation charge and *no* two-tier interest crediting. These features provide a very important benefit — flexibility!

Exceptional service and convenience

If you've got a question or need account or enrollment assistance, ValueBuilder has a specially staffed NEA Service Center exclusively for Association members. You can also make same-day transfers via a toll-free 800 number. All participants will receive complete quarterly account statements and an exclusive NEA financial newsletter.

An outstanding underwriter

After a comprehensive study, Mutual of America was selected as underwriter for our new TDA. One of the nation's foremost financial companies, Mutual has nearly $5 billion in assets and carries the highest ratings from A.M. Best for its financial operations and from Standard & Poor's for claims-paying ability. The company has over 40 years experience working *exclusively* with not-for-profit organizations.

As the NEA ValueBuilder TDA is cosponsored by the state affiliates, and payroll slots become available, you will receive more detailed information about this exclusive new benefit program. It's worth waiting for!

NEA TDA
ValueBuilder

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